REPORT RESUMES

ED 019 722 EA 001 212

BIBLIOGRAPHY ON ORGANIZATION AND INNOVATION.

BY- STUART, MICHAEL DUDLEY, CHARLES
OREGON UNIV., EUGENE

REPORT NUMBER BR-5-0217 PUB DATE 28 NOV 67
CONTRACT OEC-4-10-163
EDRS PRICE MF-$0.50 HC-$3.96 97P.

DESCRIPTORS- *BIBLIOGRAPHIES, *ORGANIZATION, *EDUCATIONAL INNOVATION, *SOCIAL STRUCTURE, *SOCIAL PSYCHOLOGY, EDUCATIONAL CHANGE, SOCIAL SYSTEMS, ABSTRACTS, EUGENE,

THIS BIBLIOGRAPHY IS INTENDED TO PROVIDE RAPID, PRELIMINARY ACCESS FROM SEVERAL BROAD, SOCIAL SCIENTIFIC PERSPECTIVES TO LITERATURE ON EDUCATIONAL INNOVATION. ENTRIES ARE DIVIDED INTO FIVE CATEGORIES--(1) SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY, AND SOCIAL ORGANIZATION, (2) SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY, AND SOCIAL ORGANIZATION IN EDUCATION, (3) INNOVATION AND CHANGE IN SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY, AND SOCIAL ORGANIZATION, (4) INNOVATION AND CHANGE IN EDUCATION, AND (5) BIBLIOGRAPHIES. SOME OF THE CITATIONS ARE ABSTRACTED. THIS DOCUMENT IS ALSO AVAILABLE FROM PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR $0.25, MIMEOGRAPH. (HW)

ED019722

BIBLIOGRAPHY ON ORGANIZATION AND INNOVATION

by

MICHAEL STUART and CHARLES DUDLEY
Research Assistant Research Assistant

CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION

University of Oregon
Eugene, Oregon

November, 1967

$0.25

This bibliography was compiled for use in the CASEA Innovations and Organizational Structure Program. CASEA is a national research and development center established in 1964 by the United States Office of Education and is supported by the USOE Division of Educational Laboratories and the University of Oregon. No federal funds were used in the publication of this report.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EA 001 212

BIBLIOGRAPHY ON ORGANIZATION AND INNOVATION

This bibliography on "Innovation" is divided into five main categories:

(A) Social Structure, Social Psychology, and Social Organization.

(B) Social Structure, Social Psychology, and Social Organization in Education.

(C) Innovation and Change in Social Structure, Social Psychology, and Social Organization.

(D) Innovation and Change in Education.

(E) Bibliographies

The purpose of the bibliography is to provide rapid, preliminary access to "the literature" on educational innovation from several broad, social scientific perspectives. Sources for compilation included: (1) Bibliography on Innovation, (Runkel, May 1967); (2) Bibliography on Innovation in Educational Organizations, (ERIC); (3) Selected Bibliography on Succession in Complex Organizations (Thiemann); (4) The American Sociological Review, (Volumes 1 to 32); (5) The American Journal of Sociology (Volumes 1 to 73); (6) Sociological Abstracts (Volumes 12 to 15); and (7) nonsystematic contributions of the bibliographers and other members of the innovations program gleaned from various exposure to the literature.

We wish to emphasize the preliminary nature of this bibliography. We have attempted to handle the citations as uniformly as possible, but many still display the differences that belie their disparate sources. We have not attempted a completely uniform presentation so that the coverage may be made available as quickly as possible.

Some of the citations are abstracted. It is possible to add the abstracts of the other articles in future up-datings of the bibliography. If the members of the innovations program abstract any articles or books (both those included here, or new ones) we request that a copy be made available to the bibliographers. We will continue to get abstracts from ERIC.

The bibliography will be updated periodically. There is a card file in the CASEA library with a special section for the citation of new books, monographs, and papers. If you have something you wish to add to the bibliography, or if you need the latest material refer to this file.

In its present form the bibliography will probably not be a useful tool for a specific research project. It is an attempt to compile literature of interest to all members of the Innovations program. Its application as a research tool will require that the project members decide what literature is of interest to them. After such a decision has been made, the numbers of the needed articles should be given to the bibliographers and a bibliography containing only those citations will be constructed. By utilizing the MT/ST, the process of typing the bibliographies for specific research use will be considerably shortened.

Michael Stuart
Charles Dudley
November 28, 1967

(A) SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY AND SOCIAL ORGANIZATION

Call No.

A-1 Argyris, Chris. INTERPERSONAL COMPETENCE AND ORGANIZATIONAL EFFECTIVENESS. Homewood, Ill.: Richard D. Irwin, Inc., 1962.

A successful change in top-executive behavior is described in this book. It marks the first time that interpersonal relations theory and laboratory education have been conceptually integrated. It also presents the first known model that attempts to relate interpersonal competence and organizational effectiveness. The model developed is used as a basis for diagnosing organizational effectiveness, for planning the change program, for administering the program, and for evaluating its effectiveness. Contains an independent evaluation by Roger Harrison.

A-2 Barker, Roger G. EXPLORATIONS IN ECOLOGICAL PSYCHOLOGY. *American Psychologist*, 1965, 20, 1-4.

A-3 Barker, Roger G. ON THE NATURE OF THE ENVIRONMENT. *Journal of Social Issues*, 1963, 19 4, 17-38.

A-4 Barker, Roger G. and Louise Shedd Barker. BEHAVIOR UNITS FOR THE COMPARATIVE STUDY OF CULTURES. In Bert Kaplan (Ed.) *Studying personality cross-culturally*. Evanston, Ill.: Row, Peterson, 1961. Pp. 457-476.

A-5 Barnard, Chester I. THE FUNCTIONS OF THE EXECUTIVE. Cambridge, Mass.: Harvard University Press, 1938.

A-6 Barton, Allen H. ORGANIZATIONAL MEASUREMENT AND ITS BEARING ON THE STUDY OF COLLEGE ENVIRONMENTS. New York: College Entrance Examination Board, 1961. (Distributed by Educ'l Testing Service, Princeton, N. J.)

Discusses measures of input (human, economic, and physical), measures of output (physical, service performance, effects on public, effects on members, decision), environmental variables, social structure variables, attitudes, and activities.

A-7 Bauer, Raymond A. (Ed.). SOCIAL INDICATORS. Cambridge, Mass: Massachusetts Institute of Technology, 1966.

Call No.

A-8 Becker, H. S. and J. W. Carper. THE DEVELOPMENT OF IDENTIFICATION WITH AN OCCUPATION. American Journal of Sociology, 1956, 61, 289-298. (a)

A-9 Becker, H. S. and J. W. Carper. THE ELEMENTS OF IDENTIFICATION WITH AN OCCUPATION. American Sociological Review, 1956, 21, 341-348. (b)

A-10 Bennis, Warren G., Edgar H. Schein, David E. Berlew, and Fred L. Steele. INTERPERSONAL DYNAMICS: ESSAYS AND READINGS ON HUMAN INTERACTION. Homewood, Ill.: The Dorsey Press, 1964.

A-11 Bible, B. L. and E. J. Brown. ROLE CONSENSUS AND SATISFACTION OF EXTENSION ADVISORY COMMITTEE MEMBERS. Rural Sociology, 1963, 28, 81-90.

A-12 Bible, B. L. and Francena L. Nolan, and E. J. Brown. CONSENSUS ON ROLE DEFINITION OF THE COUNTY EXECUTIVE COMMITTEE MEMBER. Rural Sociology, 1961, 26, 146-156.

A-13 Biddle, Bruce J. ROLES, GOALS, AND VALUE STRUCTURES IN ORGANIZATIONS. In W. W. Cooper, H. J. Leavitt, and Maynard Shelly (eds). New perspectives in organization research. New York: Wiley, 1964.

A-14 Blackman, Allan et alia. ENVIRONMENT AND BEHAVIOR. American Behavioral Scientist, 1966, 10, 1.

Summaries of papers by Janet Abu-Lughod, Bennett Berger, Allan Blackman, Daniel Carson, B. L. Driver, Maynard Hufschmidt, Richard Meier. Papers prepared as the basis of a report by the Center for Planning and Development Research at the University of California, Berkeley, to the 1966 annual meeting of the American Institute of Planners, a report sponsored by the U. S. Public Health Service.

A-15 Blake, Robert R. and Jane S. Mouton. THE MANAGERIAL GRID. Houston: Gulf Publishing Co., 1964.

A-16 Blake, Robert R., Jane S. Mouton, Louis B. Barnes and Larry Greiner. BREAKTHROUGH IN ORGANIZATION DEVELOPMENT. Harvard Business Review, 1964, 42, 133-155.

Call No.

A-17 Blau, Peter M. OPERATIONALIZING A CONCEPTUAL SCHEME: THE UNIVERSALISM-PARTICULARISM PATTERN VARIABLE. American Sociological Review, 1962, 27, 2, 159-169.

An operational definition of universalism-particularism is suggested that distinguishes this pair of concepts from the other pattern variables and pertains to social structures of role relations rather than to personality dispositions or to cultural symbols. Whether universalistic or particularistic standards govern the orientations of a group of people toward one another is inferred from the pattern of distribution of these orientations. The development of such empirical procedures for operationalizing Parsons' abstract concept is a first step in translating his theoretical framework into a substantive theory of social structure.

A-18 Bradford, Leland P. (Ed.), GROUP DEVELOPMENT. Washington, D. C.: National Education Association, 1966.

A-19 Buchanan, Paul C. CRUCIAL ISSUES IN ORGANIZATIONAL DEVELOPMENT. Unpub. MS. Yeshiva University, 1966. (Mimeo.)

An example of looking for relevant factors by (1) specifying a domain of interest; namely, organizations in which change has been set going; (2) collecting reports of research on the domain; (3) looking for similarities and differences in the factors found in the reports; and (4) drawing conclusions and making recommendations for further work.

A-20 Buckley, Walter. SOCIOLOGY AND MODERN SYSTEMS THEORY. Prentice-Hall, 1967.

A-21 Bucklow, Maxine. A NEW ROLE FOR THE WORK GROUP. Administrative Science Quarterly, 1966, 11, 59-78.

Membership in the small primary work group has been considered a major source of motivation for employees since the Hawthorne studies. Much of the early evidence from research in group dynamics and from T-group training supported this assumption. Disappointing results from long-term studies within organizations have, however, modified early enthusiasm. This has led to current concern with problems of power equalization and the role of the rank-and-file worker. Attention is drawn to recent work of the Tavistock Institute of Human Relations with

Call No.

autonomous work groups, which goes far towards solving the problems of worker motivation, participation, and power equalization.

A-22 Bunker, Douglas R. INDIVIDUAL APPLICATIONS OF LABORATORY TRAINING. *Journal of Applied Behavioral Science*, 1965, 1, 131-148.

Laboratory training has roots in the blending of research and action. Application interest took precedence in its early development, and the present need is to advance scientific knowledge of training processes and outcomes. Recent studies toward an empirical foundation for training theory are reviewed. Data are presented from a study of perceived behavior changes one year after participation in training. Participants are seen by co-workers as increasing significantly more than controls in cognitive openness, behavioral skill, and understanding of social processes. Long-range changes are correlated with learning measures at time of training.

The clear evidence for the impact of laboratory methods for some subjects must be followed by further inquiry which will explicate processes and conditions.

A-23 Carlson, Richard O. ENVIRONMENTAL CONSTRAINTS AND ORGANIZATIONAL CONSEQUENCES: THE PUBLIC SCHOOL AND ITS CLIENTS. *Behavioral Science and Educational Administration*. Sixty-third Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1964, 262-76.

A-24 Carper, J. W. and H. S. Becker. ADJUSTMENT TO CONFLICTING EXPECTATIONS IN THE DEVELOPMENT OF IDENTIFICATION WITH AN OCCUPATION. *Social Forces*, 1957, 36, 51-56.

A-25 Chemers, Martin M., Fred E. Fiedler, Duangduen Lekhyananda, and L. M. Stolurow. SOME EFFECTS OF CULTURAL TRAINING ON LEADERSHIP IN HETERO-CULTURAL TASK GROUPS. Urbana, Ill.: Group Effectiveness Research Laboratory, University of Illinois, 1966. (Technical Report No. 31).

A-26 Clark, Peter B. and James Q. Wilson. INCENTIVE SYSTEM: A THEORY OF ORGANIZATION. *Administrative Science Quarterly*, 1961, 6, 129-66.

A-27 Cohen, A. M. and W. G. Bemis. CONTINUITY OF LEADERSHIP IN

Call No.

COMMUNICATION NETWORKS. Human Relations, 1961, 14, 351-368.

A-28 Contini, Bruno. THREATS AND ORGANIZATIONAL DESIGN. Behavioral Science, 1967, 12, pp. 4553-462.

A-29 Davis, Morris. COMMUNITY ATTITUDES TOWARD FLUORIDATION. Public Opinion Quarterly, 1959, 20, 474-482.

The need for more knowledge and understanding of science is discussed as well as issues connected with it on the part of citizens whose opinions and votes influence local politics, as exemplified by the conflict over fluoridation.

A-30 Dimock, Marshall E. and Howard K. Hyde. EXECUTIVE APPOINTMENT IN PRIVATE AND PUBLIC BUREAUCRACIES. Reader in Bureaucracy. By Robert K. Merton and others (Eds.) Glencoe, Ill.: The Free Press, 1952.

A-31 Dubin, Robert. SUPERVISION AND PRODUCTIVITY: EMPIRICAL FINDINGS AND THEORETICAL CONSIDERATIONS. In Robert Dubin et alia, Leadership and productivity. San Francisco: Chandler Publishing Co., 1965. Pp. 1-50.

A-32 Ellwood, Charles A. THE THEORY OF IMITATION IN SOCIAL PSYCHOLOGY. The American Journal of Sociology, 6, 721-41.

Analyzes critically theories making imitation fundamental process in social organization. (theoretical)

A-33 Erbe, William. GREGARIOUSNESS, GROUP MEMBERSHIP, AND THE FLOW OF INFORMATION. American Journal of Sociology, 1962, 67, 502-516.

A-34 Etzioni, Amitai. THE EPIGENESIS OF POLITICAL COMMUNITIES AT THE INTERNATIONAL LEVEL. The American Journal of Sociology, 68, 407-21.

Proposes a model for social change based on accumulation rather than differentiation of functions in a unit. (theoretical)

A-35 Fiedler, Fred E. THE CONTINGENCY MODEL: A THEORY OF LEADERSHIP EFFECTIVENESS. In Harold Proshansky and Bernard Seidenberg

Call No.

(Eds.), *Basic studies in social psychology*. New York: Reinhart and Winston, 1965. Pp. 538-551.

A-36 Fiedler, Fred. LEADER ATTITUDES AND GROUP EFFECTIVENESS. Urbana, Ill.: University of Illinois Press, 1958.

A-37 Floro, George K. CONTINUITY IN CITY-MANAGER CAREERS. *American Journal of Sociology*, 1955, 61, 240-246.

A-38 Foa, Uriel G. CONVERGENCES IN THE ANALYSIS OF THE STRUCTURE OF INTERPERSONAL BEHAVIOR. *Psychology Review*, 1961, 68, 341-353.

A-39 Golembiewski, Robert T. BEHAVIOR AND ORGANIZATION: Q & M AND THE SMALL GROUP. Chicago: Rand McNally, 1962.

A-40 Golembiewski, Robert T. THREE STYLES OF LEADERSHIP AND THEIR USE. *Personnel*, 1961, 18, 34-45.

A-41 Gordon, Gerald and Selwyn Becker. ORGANIZATIONAL SIZE AND MANAGERIAL SUCCESSION: A RE-EXAMINATION. *American Journal of Sociology*, 1964, 70, 215-222.

A-42 Gouldner, A. W. COSMOPOLITANS AND LOCALS: TOWARD AN ANALYSIS OF LATENT SOCIAL ROLES: II. *Administrative Science Quarterly*, 1957, 2, 444-480. (b)

A-43 Gouldner, Alvin. PATTERNS OF INDUSTRIAL BUREAUCRACY. Glencoe, Ill.: The Free Press, 1954.

A-44 Gouldner, Alvin W. and S. M. Miller. APPLIED SOCIOLOGY: OPPORTUNITIES AND PROBLEMS. New York: Free Press, 1965. (Publ. for SSSP.)

A-45 Griffiths, Daniel E. ADMINISTRATIVE THEORY. New York: Appleton-Century-Crofts, Inc., 1959.

A-46 Guest, Robert H. MANAGERIAL SUCCESSION IN COMPLEX ORGANIZATIONS. *American Journal of Sociology*, 1962, 68, 47-55.

A-47 Guetzkow, Harold. CONVERSION BARRIERS IN USING THE SOCIAL

Call No.

SCIENCES. Administrative Science Quarterly, 1959, 4, 68-81.

A-48 Hamblin, Robert L. LEADERSHIP AND CRISES. Sociometry, 1958, 21, 322-325.

A-49 Hall, Jay and Martha S. Williams. THE EFFECTS OF LABORATORY TRAINING AND IMPROVED GROUP PROCESS ON THE DECISION-MAKING PERFORMANCE OF COLLEGE, MANAGEMENT, AND NEUROPSYCHIATRIC GROUPS. Unpub. paper, Southwest Center for Law and the Behavioral Sciences, University of Texas School of Law, Austin, no date (latest reference given in the paper is 1964).

A semi-laboratory study of the effectiveness of group-dynamics training, with a design much better than most.

A-50 Harding, J., E. C. Devereaux, Jr., and Urie Bronfenbrenner (issue editors). LEADERSHIP AND PARTICIPATION IN A CHANGING RURAL COMMUNITY. Journal of Social Issues, 1960, 16, 4.

A-51 Harrison, Roger. GROUP COMPOSITION MODELS FOR LABORATORY DESIGN. Journal of Applied Behavioral Science, 1965, 1, 409-432.

Describes the ways certain emotional needs of individuals can combine with those of others in groups so as to help or hinder the work of the group.

A-52 Harrison, Roger, and Barry I. Oshry. THE IMPACT OF LABORATORY TRAINING ON ORGANIZATIONAL BEHAVIOR: METHODOLOGY AND RESULTS. Unpub. paper, National Training Laboratories, 1967.

A-53 Hartley, H. J. BUREAUCRACY AND LOCAL-COSMOPOLITAN ORIENTATION EXAMINED WITH SELECTED CRITERION VARIABLES. Unpublished doctoral dissertation, Pennsylvania State University, 1964.

A-54 Hickson, D. J. A CONVERGENCE IN ORGANIZATION THEORY. Administrative Science Quarterly, 1966, 11, 224-237.

Hickson finds that dozens of writers on organization structure put a great deal of attention on the specificity of role prescription. Hickson says that Weber, Taylor, and others assert that when roles in an organization show high specificity, confusion is reduced. Likert, McGregor, Argyris, and others claim that lower specificity of role prescription

Call No.

is more motivating than higher specificity. Bennis, Burns and Stalker, and others believe that lower specificity gives rise to more innovation. Presthus and others find lower specificity producing anxiety, and Crozier, Litwak, and others assert that lower specificity produces power conflicts.

Hickson proposes some hypotheses, including: "...if innovation is associated with low specificity, then the underlying individual creativity must not only survive conditions of anxiety and power conflict but even derive stimulation from them."

Compare Bucklow.

A-55 Jackson, Jay. METHODS FOR COMPARATIVE STUDIES OF MENTAL HOSPITALS. The Bulletin of the Division of Mental Health, Department of Institutions, State of Washington, March-April, 1963, 7, No. 2.

A-56 Jackson, Jay. THE NORMATIVE REGULATION OF AUTHORITATIVE BEHAVIOR. Lawrence, Kansas: Comparative Studies of Mental Hospital Organization, September, 1962 (mimeo). In William J. Gore and J. W. Dyson (Eds.) The Making of Decisions: A Reader in Administrative Behavior. New York: The Free Press of Glencoe, 1964.

A-57 Jackson, Jay. TOWARD THE COMPARATIVE STUDY OF MENTAL HOSPITALS: CHARACTERISTICS OF THE TREATMENT ENVIRONMENT. Lawrence, Kansas: Comparative Studies of Mental Hospital Organization, August, 1962 (mimeo). In A. F. Wessen (Ed.), The Psychiatric Hospital as a Social System. Springfield, Ill.: Charles C. Thomas, 1964.

A-58 Jaques, Elliott. SOCIAL ANALYSIS AND THE GLACIER PROJECT. Human Relations, 1964, 17, 361-375.

A-59 Kahn, R. L. and others. ORGANIZATIONAL STRESS: STUDIES IN ROLE CONFLICT AND AMBIGUITY. New York: Wiley, 1964.

A-60 Kammerer, G. M. and others. CITY MANAGERS IN POLITICS. Gainesville, Florida: University of Florida Press, 1962.

A-61 Kammerer, G. M. and others. THE URBAN POLITICAL COMMUNITY. Boston: Houghton-Mifflin Co., 1963.

A-62 Katz, Daniel and Robert L. Kahn. THE SOCIAL PSYCHOLOGY OF

Call No.

ORGANIZATIONS. New York: Wiley, 1966.

A-63 Katz, Elihu. COMMUNICATION RESEARCH AND THE IMAGE OF SOCIETY: CONVERGENCE OF TWO TRADITIONS. American Journal of Sociology, 1960, 65, 435-440.

This study indicates how research on mass communications has directed the attention of students of urban communication to rural sociology, and the relevance that each field may have for the other.

A-64 Katz, Elihu. THE TWO-STEP FLOW OF COMMUNICATION: AN UP-TO-DATE REPORT ON AN HYPOTHESIS. Public Opinion Quarterly, 1958, 21, 61-78.

A-65 Kuriloff, A. AN EXPERIMENT IN MANAGEMENT: PUTTING THEORY Y TO THE TEST. Personnel, 1963 (Nov.-Dec.), 8-17.

A-66 Langenderfer, H. Q. EGYPTIAN EXECUTIVE: A STUDY IN CONFLICT. Human Organization, 1965, 24, 89-95.

A-67 Lasswell, H. D. INTEGRATING COMMUNITIES INTO MORE INCLUSIVE SYSTEMS. Human Organization, 1962, 21, 116-124.

A-68 Leavitt, H. J. APPLIED ORGANIZATION CHANGE IN INDUSTRY: STRUCTURAL, TECHNICAL AND HUMAN APPROACHES. In W. W. Cooper, H. J. Leavitt, and M. W. Shelly, Jr. (Eds.), New perspectives in organization research. New York: Wiley, 1964. Chapter 4.

A-69 Likert, Rensis. THE HUMAN ORGANIZATION: ITS MANAGEMENT AND VALUE. New York: McGraw-Hill, in press.

A sequel to New patterns of management, this book describes more fully the nature of the complex and effective theory of management called "system 4" and analyzes its greater capacity for the achievement of more favorable productivity, costs and earnings.

A-70 Likert, Rensis. NEW PATTERNS OF MANAGEMENT. New York: McGraw-Hill, 1961.

Intended for persons concerned with the problems of organizing human resources and activity and written especially

Call No.

for those actively engaged in management and supervision. The focus is largely on the problems of business enterprises. The book presents a newer theory of organization based on the management principles and practices of managers who are achieving the best results in American business and government. For review see Chris Argyris in Contemporary Psychology, 1962, 7, 249-250.

A-71 Lionberger, Herbert F. and Rex R. Campbell. THE POTENTIAL OF INTERPERSONAL COMMUNICATIVE NETWORKS FOR MESSAGE TRANSFER FROM OUTSIDE INFORMATION SOURCES. Research Bulletin 842. Missouri: College of Agriculture, University of Missouri, 1963.

An examination of the interpersonal communicative network of farmers in two rural communities is undertaken. Factors were sought that might have influenced transfer of information from sources outside the network to individuals within. Significance of these features for message transfer from various information sources outside of the network was assessed.

A-72 Lippitt, Gordon L. (Ed.). LEADERSHIP IN ACTION. Washington D. C.: National Education Association, 1966.

A-73 Longabaugh, Richard. A CATEGORY SYSTEM FOR CODING INTERPERSONAL BEHAVIOR AS SOCIAL EXCHANGE. Sociometry, 1963, 26, 319-344.

A-74 Longabaugh, Richard. THE STRUCTURE OF INTERPERSONAL BEHAVIOR. Sociometry, 1966, 28, 441-460.

Two factor structures show cross-cultural generality: the Carter three-factor structure of individual prominence, aiding group attainment and sociability; and the Leary two-factor formulation of power and affiliation.

A-75 Maier, Norman R. F., L. Richard Hoffman, and William H. Read. SUPERIOR-SUBORDINATE COMMUNICATION: THE RELATIVE EFFECTIVENESS OF MANAGERS WHO HELD THEIR SUBORDINATES' POSITIONS. Personnel Psychology, 1963, 16, 1-11.

A-76 Maslow, A. H. EUPSYCHIAN MANAGEMENT. Homewood, Illinois: Richard D. Irwin, 1965.

A-77 McGregor, Douglas. THE HUMAN SIDE OF ENTERPRISE. New York:

Call No.

McGraw-Hill Book Co., 1960.

Deals with policies and practices in the management of human resources in business and industrial organization, examining them in the light of current social science knowledge about human nature and behavior. Two important suppositions form the basis of this material: Theory X -- The assumptions upon which traditional organizations are based and which appear inadequate for the full utilization of human potentialities. Theory Y -- The assumptions consistent with current research knowledge which could lead to higher motivation and greater realization of both individual and organizational goals.

A-78 McGregor, Douglas. THE PROFESSIONAL MANAGER. New York: McGraw-Hill, 1967.

"McGregor wrote the most original and seminal book (The Human Side of Enterprise) on industrial psychology in the past two decades. The Professional Manager is a major step ahead of that book in linking behavioral concepts to organization behavior and showing how a Theory Y organization may be developed through appropriate managerial intervention and understanding. McGregor's book is unique because it is a personal statement about the nature of managerial leadership and how it can optimize organizational goals to individual needs. No one writing today has the empathy and understanding of psychology and the enterprise as had McGregor." -- Warren Bennis.

A-79 Miller, James G. LIVING SYSTEMS (THREE ARTICLES: BASIC CONCEPTS, STRUCTURE AND PROCESS, AND CROSS-LEVEL HYPOTHESES). Behavioral Science, 1965, 10, 193-237, 337-379, and 380-411.

A-80 Osgood, Charles E. STUDIES ON THE GENERALITY OF AFFECTIVE MEANING SYSTEMS. American Psychologist, 1962, 17, 10-28.

A-81 Osgood, Charles E., George Succi, and Percy H. Tannebaum. THE MEASUREMENT OF MEANING. Urbana, Ill.: University of Illinois Press, 1957.

A-82 Parsons, Talcott. EVOLUTIONARY UNIVERSALS IN SOCIETY. American Sociological Review, 1964, 29, 3, 339-357.

This paper is meant as a contribution to the revival and extension of evolutionary thinking in sociology. It begins with the conception that in the evolution of living systems generally, certain new developments have greatly increased the adaptive capacity of the system, so much that without them further major developmental steps would be blocked, though survival in a "niche" is possible and frequent. For organic evolution the conception is illustrated by the cases of vision and the human hands and brain. The body of the paper is devoted to six cases at the social level. The first two are differentiation on the basis of a scale of stratification and the development of patterns of cultural legitimation independent of the social structure, both of which are important in the transition from primitive social conditions to those of the "archaic" civilizations. The remaining four cases are--in order of treatment--bureaucratic organization, money and markets, a universalistic legal system, and the democratic association in both governmental and private forms. These four, taken together, are fundamental to the structure of the modern type of society, though each is highly complex and subject to a whole series of developmental stages.

A-83 Perrow, Charles. THE ANALYSIS OF GOALS IN COMPLEX ORGANIZATIONS. American Sociological Review, 1961, 26, 6, 854-866.

An understanding of organization behavior requires close examination of the goals of the organization reflected in operating policies. To reach a first approximation of operative goals, a scheme is proposed which links technology and growth stages to major task areas--capital, legitimization, skills, and coordination--which predict to power structure and thence to limits and range of operative goals. The major illustration of the utility of the scheme is provided by voluntary general hospitals; other voluntary and non-voluntary service organizations are discussed, in these terms, as well as profit-making organizations.

A-84 Perrow, Charles. A FRAMEWORK FOR THE COMPARATIVE ANALYSIS OF ORGANIZATIONS. American Sociological Review, 1967, 32, 2, 194-208.

Complex organizations are conceptualized in terms of their technologies, or the work done on raw materials. Two aspects of technology vary independently: the number of exceptions that must be handled, and the degree to which search is an analyzable or unanalyzable procedure. If there is a large number of exceptions and search is not logical and analytic, the technology is described as nonroutine. Few exceptions and analyzable search procedures describe a routine technology. Two other types result from other combinations--craft and engineering technologies. Task structures vary

Call No.

with the technology utilized, and are analyzed in terms of control and coordination and three levels of management. Social structure in turn is related to technology and task structure. Finally, the variations in the three types of goals are weakly related to the preceding variables in this conceptualization. The perspective provides a basis for comparing organizations which avoids many problems found in other schemes utilizing structure, function or goals as the basis for comparison. Furthermore, it allows one to selectively utilize competing organizational theories once it is understood that their relevance is restricted to organizations with specific kinds of technologies. The scheme makes apparent some errors in present efforts to compare organizations.

A-85 Rapoport, Anatol. MATHEMATICAL, EVOLUTIONARY, AND PSYCHOLOGICAL APPROACHES TO THE STUDY OF TOTAL SOCIETIES. In Samuel Z. Klausner (Ed.), The study of total societies. Garden City, New York: Doubleday and Company, Inc., 1967. Pp. 114-146.

A-86 Reissman, L. A STUDY OF ROLE CONCEPTIONS IN BUREAUCRACY. Social Forces, 1949, 27, 305-310.

A-87 Rice, A. K. THE ENTERPRISE AND ITS ENVIRONMENT. London: Tavistock, 1963.

A-88 Runkel, Philip J. REPLICATED TESTS OF THE ATTRACTION-COMMUNICATION HYPOTHESIS IN A SETTING OF TECHNICAL INFORMATION FLOW. American Sociological Review, 1962, 27, 402-408.

Tests one form of the hypothesis that being in a densely connected sub-group magnifies the relation between attraction and communication.

A-89 Sarason, Seymour, Murray Levine, I. Ira Goldenberg, Dennis Cherlin, and Edward Bennet. PSYCHOLOGY IN COMMUNITY SETTINGS. New York: Wiley, 1966.

A-90 Schein, E. H. HOW TO BREAK IN THE COLLEGE GRADUATE. Harvard Business Review, 1964 (Nov.-Dec.), 68-86.

A-91 Schein, E. H. ORGANIZATIONAL PSYCHOLOGY. Englewood, Cliffs, New Jersey: Prentice-Hall, 1965.

A-92 Schein, Edgar H. and Warren G. Bennis. PERSONAL AND ORGANIZATIONAL

Call No.

CHANGE THROUGH GROUP METHODS: THE LABORATORY APPROACH. New York: Wiley, 1965.

A-93 Schramm, Wilbur. HOW COMMUNICATION WORKS. The Process and Effects of Communication. Urbana, Illinois: University of Illinois Press.

A-94 Shure, Gerald H., Miles S. Rogers, Ida M. Larsen, and Jack Tassone. GROUP PLANNING AND TASK EFFECTIVENESS. Sociometry, 1962, 25, 263-282.

A-95 Stoller, Frederick H. THE USE OF FOCUSED FEEDBACK VIA VIDEOTAPE IN SMALL GROUPS. Washington, D. C.: National Education Association, 1966.

A-96 Trist, E. L., G. Higgin, H. Murray, and A. Pollock. ORGANIZATIONAL CHOICE. London: Tavistock, 1963.

A-97 Warren, Donald I. SOCIAL RELATIONS OF PEERS IN A FORMAL ORGANIZATION SETTING. Administrative Science Quarterly, 1966, 11, 440-478.

"...an analysis of public school teaching staffs as variations of primary groups.... Several dimensions of the primary group were treated as attributes of school staffs in defining crucial tasks of teaching and relating them to peer influence."

A-98 Zaleznik, Abraham. INTERPERSONAL RELATIONS IN ORGANIZATIONS. In James G. March (Ed.), Handbook of Organizations. Chicago: Rand McNally, 1965, Chapter 13, pp. 574-613.

A-99 Zander, A. and A. R. Cohen. ATTRIBUTED SOCIAL POWER OF GROUP ACCEPTANCE: A CLASSROOM EXPERIMENTAL DEMONSTRATION. Journal of Abnormal and Social Psychology, 1955, 51, 490-492.

Call No.

(B) SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY, AND SOCIAL ORGANIZATION IN EDUCATION

B-1 Abbott, M. G. VALUES AND VALUE PERCEPTIONS IN SUPERINTENDENT-SCHOOL BOARD RELATIONSHIPS. *Administrator's Notebook*, 1960, 9 (4).

B-2 Anderson, C. Arnold. EDUCATIONAL PLANNING IN THE CONTEXT OF NATIONAL SOCIAL POLICY. *Phi Delta Kappan*, 1965, 47 (December), 180-184.

This discussion views planning with skepticism, with the main burden of the argument revolving around the ambiguities and dilemmas arising from efforts to make educational policy depend upon non-educational ends.

B-3 Anderson, Richard C. THE ROLE OF EDUCATIONAL ENGINEER. *Journal of Educational Sociology*, 1961, 34, 377-381.

The usefulness of having an "educational engineer" to bridge the gap between research and practice is discussed, along with something about how he might operate.

B-4 Arkoff, A. and Loyda Shears. CONCEPTIONS OF "IDEAL" LEADERSHIP IN ACCEPTED AND REJECTED PRINCIPAL TRAINING CANDIDATES. *Journal of Educational Research*, 1961, 55, 71-74.

B-5 Aubert, V. and Haldorsen, Gerthe, and Tiller. THE ATTITUDES OF TEACHERS TOWARD OCCUPATIONAL ROLES AND EDUCATIONAL PROBLEMS. *Norsk Pedagogisk Tidsskrift*, 1956, 40, 81-114.

B-6 Aubert, V. and Torgersen, Tangen, Lindbekk, and Polan. ACADEMIC PROFESSIONS IN NORWEGIAN SOCIAL STRUCTURE. *Tidsskrift for Samfunnsforskning*, 1960, 1, 185-204.

B-7 Barker, Roger G. and Paul V. Gump. BIG SCHOOL, SMALL SCHOOL: HIGH SCHOOL SIZE AND STUDENT BEHAVIOR. Stanford, California: Stanford University Press, 1964.

In some ways, an organization like a school offers the same number of opportunities no matter how large it is; for

Call No.

example, there can be only one president of the senior class. In other ways, the larger organization offers more other people with whom each person might interact. This book examines the effects of these complications on the ways the individual can fit into the life of the organization.

B-8 Baron, G. and A. Tropp. TEACHERS IN ENGLAND AND AMERICA. In A. H. Halsey, Jean Floud, and C. A. Anderson (Eds.), Education, Economy and Society: A Reader in the Sociology of Education. New York: The Free Press, 1961. Pp. 545-557.

B-9 Barrington, Thomas M. THE INTRODUCTION OF SELECTED EDUCATIONAL PRACTICES INTO TEACHERS COLLEGES AND THEIR LABORATORY SCHOOLS. New York: Teachers College, Columbia University, 1953.

This investigation of the capacity for change on the college level established new findings as well as provided grounds for believing that the research on adaptability of public school systems has analogous application to state teachers colleges, and probably to all institutions of higher learning.

B-10 Beale, H. K. ARE AMERICAN TEACHERS FREE? New York: Scribner, 1936.

B-11 Becker, H. S. THE CAREER OF THE CHICAGO PUBLIC SCHOOL TEACHER. American Journal of Sociology, 1952, 57, 470-477.

B-12 Becker, H. S. THE CAREER OF THE SCHOOLTEACHER. In S. Nosow and W. H. Form (Eds.), Man, Work, and Society, New York: Basic Books, 1962. Pp. 321-329.

B-13 Becker, H. S. SCHOOLS AND SYSTEMS OF SOCIAL STATUS. Phylon Quarterly, 1955, 16, 159-170.

B-14 Becker, H. S. THE TEACHER IN THE AUTHORITY SYSTEM OF THE PUBLIC SCHOOL. Journal of Educational Sociology, 1953, 27, 128-141.

B-15 Belanger, P. and A. Jumeau. ELEMENTARY SCHOOL TEACHERS: A SOCIO-CULTURAL STUDY. Recherches Sociographiques, 1961, 2, 55-68.

B-16 Bellack, Arno A. and J. R. Davitz in collaboration with H. M.

Call No.

Kliebard and R. T. Hyman. THE LANGUAGE OF THE CLASSROOM: MEANINGS COMMUNICATED IN HIGH SCHOOL TEACHING. Teachers College, Columbia University, 1963.

B-17 Biber, Barbara and Claudia Lewis. AN EXPERIMENTAL STUDY OF WHAT YOUNG SCHOOL CHILDREN EXPECT OF THEIR TEACHERS. *Genetic Psychology Monographs*, 1949, 40, 3-97.

B-18 Bible, B. L. and J. D. McComas. ROLE CONSENSUS AND TEACHER EFFECTIVENESS. *Social Forces*, 1963, 42, 225-232.

B-19 Biddle, B. J. THE INTEGRATION OF COMPETENCE RESEARCH. In B. J. Biddle and W. J. Ellena (Eds.), *Contemporary Research on Teacher Effectiveness*. New York: Holt, 1964. (a)

B-20 Biddle, B. J. and J. P. Twyman and E. F. Rankin. THE ROLE OF THE TEACHER AND OCCUPATIONAL CHOICE. *School Review*, 1962, 70, 191-206.

B-21 Bidwell, C. E. THE ADMINISTRATIVE ROLE AND SATISFACTION IN TEACHING. *Journal of Educational Sociology*, 1955, 29, 41-47.

B-22 Bidwell, C. E. SOME EFFECTS OF ADMINISTRATIVE BEHAVIOR: A STUDY IN ROLE THEORY. *Administrative Science Quarterly*, 1957, 2, 163-181.

B-23 Bird, Grace E. PUPILS' ESTIMATES OF TEACHERS. *Journal of Educational Psychology*, 1917, 8, 35-40.

B-24 Bloom, Benjamin S. and Others. TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS, HANDBOOK I: COGNITIVE DOMAIN. New York: David McKay Co., Inc., 1956.

B-25 Bogen, I. PUPIL-TEACHER RAPPORT AND THE TEACHER'S AWARENESS OF STRUCTURES WITHIN THE GROUP. *Journal of Educational Sociology*, 1954, 28, 104-114.

B-26 Book, W. F. THE HIGH SCHOOL TEACHER FROM THE PUPIL'S POINT OF VIEW. *Pedagogical Seminary*, 1905, 12, 239-288.

B-27 Borg, W. R. and J. A. Silvester. PLAYING THE PRINCIPAL'S ROLE.

Call No.

Elementary School Journal, 1964, 64, 324-331.

B-28 Brenner, D. J., Wilma Crumley, D. M. Schores, B. J. Biddle. VIEWS OF PROSPECTIVE TEACHERS AND NON-TEACHERS IN A JOURNALISM GRADUATE CLASS TOWARD TEACHING. *Journalism Quarterly*, 1962, 41, 253-258.

B-29 Brookover, W. B. RESEARCH ON TEACHER AND ADMINISTRATOR ROLES. *Journal of Educational Sociology*, 1955, 29, 2-13.

B-30 Brookover, W. B. THE SOCIAL ROLES OF TEACHERS AND PUPIL ACHIEVEMENT. *American Sociological Review*, 1943, 8, 389-393.

B-31 Bruner, Jerome S. THE PROCESS OF EDUCATION. Cambridge, Mass.: Harvard University Press, 1960.

B-32 Bruner, Jerome S. TOWARD A THEORY OF INSTRUCTION. Cambridge, Mass.: Harvard University Press, 1966.

B-33 Bush, R. N. THE TEACHER-PUPIL RELATIONSHIP. Englewood Cliffs, N. J.: Prentice-Hall, 1954.

B-34 Carlson, R. O. VARIATION AND MYTH IN THE SOCIAL STATUS OF TEACHERS. *Journal of Educational Sociology*, 1961, 35, 104-118.

B-35 Carter, H. D. THE DEVELOPMENT OF INTEREST IN VOCATIONS. *Yearbook of the National Society for the Study of Education*, 1944, 43, Part I, 255-276.

B-36 Champlin, D. ATTRIBUTES DESIRED IN COLLEGE INSTRUCTORS. *School and Society*, 1931, 33, 89-90.

B-37 Chansky, N. M. THE ATTITUDES STUDENTS ASSIGN TO THEIR TEACHER. *Journal of Educational Psychology*, 1958, 49, 13-16.

B-38 Charters, W. W., Jr. THE SCHOOL AS A SOCIAL SYSTEM. *Review of Educational Research*, 1952, 22, 41-50.

B-39 Charters. W. W., Jr. SOCIAL CLASS ANALYSIS AND THE CONTROL OF

Call No.

PUBLIC EDUCATION. *Harvard Educational Review*, 1953, 23, 268-283.

B-40 Charters, W. W. and D. Waples. THE COMMONWEALTH TEACHER-TRAINING STUDY. Chicago: University of Chicago Press, 1929.

B-41 Chilcott, J. H. THE SCHOOL TEACHER STEREOTYPE: A NEW LOOK! *Journal of Educational Sociology*, 1961, 34, 389-390.

B-42 Clark, James V. EDUCATION FOR THE USE OF BEHAVIORAL SCIENCE. Los Angeles: University of California, 1962.

B-43 Clinton, R. J. QUALITIES COLLEGE STUDENTS DESIRE IN COLLEGE INSTRUCTORS. *School and Society*, 1930, 32, 702.

B-44 Cobb, P. R. HIGH SCHOOL SENIORS' ATTITUDES TOWARD TEACHERS AND THE TEACHING PROFESSION. *Bulletin of the National Association of Secondary School Principals*, 1952, 36, 140-144.

B-45 Collins. S. THE SCHOOL TEACHER IN HIS ROLE AS LEADER IN WEST INDIAN AND AFRICAN SOCIETIES. *Civilization*, 1960, 10, 315-325.

B-46 Colombotos, J. SEX-ROLE AREA PROFESSIONALISM: A STUDY OF HIGH-SCHOOL TEACHERS. *School Review*, 1963, 71, 27-40.

B-47 Cook, W. W., H. Carroll, R. Callis. PREDICTING TEACHER-PUPIL RELATIONS. In the Association for Student Teaching, *The Evaluation of Student Teaching*, 1949th Yearbook. Lock Haven, Pa: State Teachers College, 1949. Pp. 66-80.

B-48 Cook, L. A. and R. B. Almack. THE COMMUNITY PARTICIPATION OF 2,870 OHIO TEACHERS. *Educational Administration and Supervision*, 1939, 25, 107-119.

B-49 Cook, L. A. and R. B. Almack, Florence Greenhoe. TEACHER AND COMMUNITY RELATIONS. *American Sociological Review*, 1938, 3, 167-174.

B-50 Corey, S. M. ATTITUDES TOWARD TEACHING AND PROFESSIONAL TRAINING. *Educational Administration and Supervision*, 1937, 23, 521-527.

B-51 Corwin, Ronald G. STAFF CONFLICTS IN THE PUBLIC SCHOOLS. Cooperative Research Project No. 2637 (5-1125-2-12-1) (Dept. of Sociology and Anthropology. Ohio State University, 1966.)

He studied the relation of various organizational characteristics such as centralization, standardization, complexity, specialization, etc. to amount and kind of conflict. He also measures distribution of influence, esteem, and friendship patterns in the formal structure.

B-52 Craig, H. THE TEACHER'S FUNCTION: SOME OBSERVATIONS ON AN ASPECT OF THE TEACHER'S JOB IN SCOTLAND. Journal of Educational Sociology, 1960, 34, 7-16.

B-53 Cremin, Lawrence A. THE GENIUS OF AMERICAN EDUCATION. Pittsburgh: University of Pittsburgh Press, 1965.

B-54 Dahling, Randall: see Wilbur Schramm.

B-55 Dahlke, H. O. DETERMINANTS OF SOCIOMETRIC RELATIONS AMONG CHILDREN IN THE ELEMENTARY SCHOOL. Sociometry, 1953, 16, 327-338.

B-56 Dallolio, Helen C. TEACHERS ON TRIAL: GROUP OF PUPILS TELL WHAT THEY LIKE IN TEACHERS. Clearing House, 1955, 29, 497-499.

B-57 Davies, J. E. WHAT ARE THE TRAITS OF THE GOOD TEACHER FROM THE STANDPOINT OF JUNIOR HIGH SCHOOL PUPILS? School and Society, 1933, 38, 649-652.

B-58 Daw, Robert W. and N. L. Gage. EFFECT OF FEEDBACK FROM TEACHERS TO PRINCIPALS. Journal of Educational Psychology, in press.

Each member of an experimental group of 151 elementary school principals was given feedback concerning his teachers' ratings of their actual and ideal principals on 12 behaviors. These principals were subsequently found to differ significantly, in the direction of the teachers' preferences, from 143 principals in a control group. Initial differences in ratings were controlled by analysis of covariance. A second, non-pretested control group did not differ from the pretested control group; hence the pretest itself did not produce the effect; the difference between experimental and control groups was attributable to the feedback itself. Two intervals between feedback and second rating, two forms of feedback, the principal's age and experience, and the sequence and direction of the rating-scale items were found to be non-significantly related to the effect of the feedback. The results suggest that feedback of this kind improves the behavior of elementary school principals.

B-59 Deprin, L. D. SUPERINTENDENT SUCCESSION AND ADMINISTRATIVE PATTERNS. Unpublished doctoral dissertation, University of Arizona, 1965.

B-60 Deutscher, I. and Ann Montague. PROFESSIONAL EDUCATION AND CONFLICTING VALUE SYSTEMS: THE ROLE OF RELIGIOUS SCHOOLS IN THE EDUCATIONAL ASPIRATIONS OF NURSING STUDENTS. Social Forces, 1956, 35, 126-131.

B-61 Dewey, John. EXPERIENCE AND EDUCATION. New York: the Macmillan Co., 1955.

B-62 Donovan, Frances R. THE SCHOOLMA'AM. New York: Frederick A. Stokes, 1938.

B-63 Doyle, L. A. CONVERGENCE AND DIVERGENCE IN THE ROLE EXPECTATIONS OF ELEMENTARY TEACHERS. Michigan State University College of Education Quarterly, 1958, 4, 3-9.

B-64 Edwards, Newton and Herman G. Tichey. THE SCHOOL IN THE AMERICAN SOCIAL ORDER. (2nd edition). Boston, Mass.: Houghton Mifflin Co., 1963.

B-65 Eisner, Elliot W. CONCEPTS, ISSUES, AND PROBLEMS IN THE FIELD OF EDUCATION. Paper presented at a seminar on Research and Curriculum Development in Art Education. Pennsylvania State University, 1965.

B-66 Elam, Stanley (Ed.). EDUCATION AND THE STRUCTURE OF KNOWLEDGE. Chicago: Rand McNally and Co., 1964.

B-67 Fishburn, C. E. TEACHER ROLE PERCEPTION IN THE SECONDARY SCHOOL.

Call No.

Journal of Teacher Education, 1962, 13, 55-59.

B-68 Flagg, J. T., Jr. THE ORGANIZATIONAL CLIMATE OF SCHOOLS: ITS RELATIONSHIP TO PUPIL ACHIEVEMENT, SIZE OF SCHOOL, AND TEACHER TURNOVER. Unpublished doctoral dissertation, Rutgers University, 1964.

B-69 Fleming, Charlotte M. TEACHING: A PSYCHOLOGICAL ANALYSIS. New York: Wiley, 1957.

B-70 Fraser, Dorothy M. CURRENT CURRICULUM STUDIES IN ACADEMIC SUBJECTS. Washington: National Education Association, 1962.

B-71 Freud, Anna. THE ROLE OF THE TEACHER. Harvard Educational Review, 1952, 22, 229-234.

B-72 Gage, N. L. (Ed.). HANDBOOK OF RESEARCH ON TEACHING. Chicago: Rand McNally and Co., 1964.

B-73 Gallagher, J. J. SOCIAL STATUS OF CHILDREN RELATED TO INTELLIGENCE, PROPINQUITY, AND SOCIAL PERCEPTION. Elementary School Journal, 1958, 58, 225-231.

B-74 Getzels, Jacob W. ADMINISTRATION AS A SOCIAL PROCESS. Administrative Theory in Education. Chicago: Midwest Administration Center, 1958, 150-165.

B-75 Getzels, J. W. CONFLICT AND ROLE BEHAVIOR IN THE EDUCATIONAL SETTING. In W. W. Charters, Jr., and N. L. Gage (Eds.), The Social Psychology of Education. Boston: Allyn & Bacon, 1963. Pp. 309-318.

B-76 Getzels, J. W. A PSYCHO-SOCIOLOGICAL FRAMEWORK FOR THE STUDY OF EDUCATIONAL ADMINISTRATION. Harvard Educational Review, 1952, 22, 235-246.

B-77 Getzels, J. W. and E. G. Guba. SOCIAL BEHAVIOR AND THE ADMINISTRATIVE PROCESS. School Review, 1957, 65, 423-441.

B-78 Getzels, J. W. and E. G. Guba. THE STRUCTURE OF ROLES AND ROLE

Call No.

CONFLICT IN THE TEACHING SITUATION. Journal of Educational Sociology, 1955, 29, 30-40. (b)

B-79 Glaser, Robert (Ed.). TRAINING RESEARCH AND EDUCATION. Pittsburgh: University of Pittsburgh Press, 1962.

B-80 Goldhammer, Keith and Frank Farner. THE JACKSON COUNTY STORY. Eugene, Oregon: CASEA, 1964.

A case study of the introduction and management of change in the Jackson County schools, developed to serve as a case study in the preparation and in-service education of school administrators.

B-81 Goodlad, John I. CURRICULUM: THE STATE OF THE FIELD. Review of Educational Research, 1960, 30, 3, 185-198.

B-82 Goodlad, John I. and Robert H. Anderson. THE NONGRADED ELEMENTARY SCHOOL. Revised edition. New York: Harcourt, Brace and World, Inc., 1963.

B-83 Goodlad, John I. SCHOOL CURRICULUM REFORM. New York: The Fund for the Advancement of Education.

B-84 Gordon, C. W. THE ROLE OF THE TEACHER IN THE SOCIAL STRUCTURE OF THE HIGH SCHOOL. Journal of Educational Sociology, 1955, 29, 21-29.

B-85 Gordon, C. W. THE SOCIAL SYSTEM OF THE HIGH SCHOOL. Glencoe, Ill.: Free Press, 1957.

For review, see Ruth E. Hartley in Contemporary Psychology, 1958, 3, 170-171.

B-86 Greenhoe, Florence, 1940. COMMUNITY CONTACTS OF PUBLIC-SCHOOL TEACHERS. Elementary School Journal, 1940, 40, 497-506.

B-87 de Groat, A. F. and G. G. Thompson. A STUDY OF THE DISTRIBUTION OF TEACHERS APPROVAL AND DISAPPROVAL AMONG SIXTH-GRADE PUPILS. Journal of Experimental Education, 1949, 18, 57-76.

B-88 Gronlund, N. E. THE GENERAL ABILITY TO JUDGE SOCIOMETRIC STATUS: ELEMENTARY STUDENT TEACHER'S SOCIOMETRIC PERCEPTIONS OF

Call No.

CLASSMATES AND PUPILS. Journal of Educational Psychology, 1956, 47, 147-157. (b)

B-89 Gronlund, N. E. GENERALITY OF TEACHERS' SOCIOMETRIC PERCEPTIONS: RELATIVE JUDGMENT ACCURACY ON SEVERAL SOCIOMETRIC CRITERIA. Journal of Educational Psychology, 1956, 47, 25-31. (a)

B-90 Gross, Neal. THE SOCIOLOGY OF EDUCATION. In Robert K. Merton, Leonard Broom, and Leonard S. Cottrell, Jr. (Eds.), Sociology today. New York: Basic Books, 1959. Pp. 128-152.

B-91 Gross, Neal and Robert Herriott. STAFF LEADERSHIP IN PUBLIC SCHOOLS. New York: Wiley, 1965.

B-92 Gross, Neal, Ward S. Mason, and Alexander W. McEachern. EXPLORATIONS IN ROLE ANALYSIS: STUDIES OF THE SCHOOL SUPERINTENDENCY ROLE. New York: Wiley, 1958.

Explores the problems of consensus on role definition, conformity to expectations, and role conflict resolution -- central problems of role analysis. It represents the first major effort to: develop a family of role concepts that can be used in the several sciences; examine the impact of consensus on role definition on the functioning of social systems; bring role theory to bear upon the study of an occupation; study consensus on role definition empirically; and develop and test a theory of role conflict resolution.

CONTENTS: Introduction. Part I: Conceptual, theoretical, and operational problems. The definitional problem. The postulate of role consensus. A language for role analysis. The empirical study of role definitions. Part II: The empirical studies. Research procedures. Macroscopic role consensus analysis: objectives and methodology. The analysis of interrelation consensus. The analysis of intra-position consensus. Microscopic role consensus analysis: objectives and methodology. Interaction and homegeneity. Other determinants of microscopic role consensus. Consequences of microscopic role consensus. Conformity to professional expectations. Role conflict: purposes, concepts, and methodology. The incidences, resolution, and consequences of four role conflicts. A theory of role conflict resolution. Concluding observations.

For review, see D. W. Lewit in Contemporary Psychology, 1959, 4, 106-107.

See also: Role conflict and its resolution. In Eleanor

Call No.

E. Maccoby, Theodore M. Newcomb, and Eugene L. Hartley (Eds.), *Readings in social psychology*. New York: Holt, 1958. Pp. 447-458. Also in Proshansky and Seidenberg, pp. 494-505.

B-93 Grossack. M. M. EFFECTS OF VARIATIONS IN TEACHER ROLE BEHAVIOR ON STUDENT-TEACHER RELATIONSHIP. *Journal of Educational Psychology*, 1955, 46, 433-436.

B-94 Guba, Egon G. THE IMPENDING RESEARCH EXPLOSION AND EDUCATIONAL PRACTICE. Unpub. MS. Columbus, Ohio: Ohio State University, 1965.

B-95 Haas, R. B. A ROLE STUDY FROM PUPIL MOTIVATIONS: STUDENTS EVALUATE THEIR ENGLISH INSTRUCTORS. *Sociometry*, 1947, 10, 200-210.

B-96 Haer, J. L. THE PUBLIC VIEWS THE TEACHER. *Journal of Teacher Education*, 1953, 4, 202-204.

B-97 Halpin, Andrew W. ADMINISTRATIVE THEORY IN EDUCATION. New York: Macmillan, 1967.

B-98 Halpin, Andrew W. and Don B. Croft. THE ORGANIZATIONAL CLIMATE OF SCHOOLS. St. Louis: Washington University, 1962. (USOE Contract No. SAE 543(8639)).

B-99 Harbison, Frederick and Charles A. Meyers. EDUCATION, MANPOWER, AND ECONOMIC GROWTH. New York: McGraw-Hill Book Company, 1964.

This volume analyzes economic, political, and social development from the perspective of the education, training, and energizing of human resources. The authors present a generalized concept of human resource development, outlining a "logical" strategy for human resource development within the context of prevailing economic and political pressures or imperatives.

B-100 Harrell, Thomas W.: see Wilbur Schramm.

B-101 Henclay, S. P. THE CONFLICT PATTERNS OF SCHOOL SUPERINTENDENTS. *Administrator's Notebook*, 1960, 8:9.

Call No.

B-102 Herbert, Eleanore L. THE USE OF GROUP TECHNIQUES IN THE TRAINING OF TEACHERS. *Human Relations*, 1961, 14, 251-263.

B-103 Herrick, Virgil E. and Ralph W. Tyler (Eds.). TOWARD IMPROVED CURRICULUM THEORY. Chicago: University of Chicago Press, 1950.

B-104 Hilton, T. L. ALLEGED ACCEPTANCE OF THE OCCUPATIONAL ROLE OF TEACHING. *Journal of Applied Psychology*, 1960, 44, 210-215.

B-105 Hoffmaster, Edmund S., James W. Lathan, Jr., and Elizabeth C. Wilson. DESIGN FOR SCIENCE. *The Science Teacher*, 1964, 31, 7, 15-17.

B-106 Jackson, Philip W. TEACHER-PUPIL COMMUNICATION IN THE ELEMENTARY CLASSROOM: AN OBSERVATIONAL STUDY. Chicago: American Educational Research Association, 1965.

B-107 Jackson, P. W. and F. Moscovici. TEACHER-TO-BE: A STUDY OF EMBRYONIC IDENTIFICATION WITH A PROFESSIONAL ROLE. *School Review*, 1963, 71, 41-65.

B-108 Jenkins, D. H. and R. Lippitt. INTERPERSONAL PERCEPTIONS OF TEACHERS, STUDENTS, AND PARENTS. Washington, D. C.: Division of Adult Education Service, National Education Association, 1951.

B-109 Joel, L. G. AN ANALYSIS OF LEADERSHIP CHARACTERISTICS IN RELATIONSHIP TO THE TENURE OF SUCCESSFUL SCHOOL SUPERINTENDENT IN CONNECTICUT. Unpublished doctoral dissertation, University of Connecticut, 1965.

B-110 Johnson, A. H. THE RESPONSES OF HIGH SCHOOL SENIORS TO A SET OF STRUCTURED SITUATIONS CONCERNING TEACHING AS A CAREER. *Journal of Experimental Education*, 1958, 26, 263-314.

B-111 Jordan, F. A STUDY OF PERSONAL AND SOCIAL TRAITS IN RELATION TO HIGH-SCHOOL TEACHING. *Journal of Educational Sociology*, 1929, 3, 27-43.

B-112 Joyce, Bruce. STRATEGIES FOR ELEMENTARY SOCIAL SCIENCE EDUCATION.

Call No.

Chicago: Science Research Associates, 1965.

B-113 Jung, Charles. A PREVENTION PROGRAM FOR "IN-BETWEENS." Flint, Michigan: Flint Schools' Experimental Program, 1962.

A program developed to help children in the elementary school designed as "in-betweens" to make a better socio-emotional adjustment in the public school setting.

B-114 Katona, A. COMMENT ON BROOKOVER: "SOCIAL ROLE OF TEACHERS." American Sociological Review, 1944, 9, 108-109.

B-115 Katz, Fred E. THE SCHOOL AS A COMPLEX SOCIAL ORGANIZATION. Harvard Educational Review, 1964, 34, 3, 428-455. (Sociological Abstracts, 1965, 13, 1, 48.)

A model is developed which views the school as an organization where diversification is perpetuated as well as harnessed; this contrasts with traditional models of complex organizations, which tend to emphasize amalgamation processes. Specific spheres of structured autonomy are outlined. They are claimed to be based on functional necessities and are structurally incorporated into sociological positions within the organization.

B-116 Katz, Elihu: see Wilbur Schramm.

B-117 Keighin, Mary A. THORNBURN TEACHERS RATED ON THEIR OWN TERMS. Clearing House, 1948, 23, 82-83.

B-118 Kimbrough, Ralph B. POLITICAL POWER AND EDUCATIONAL DECISION-MAKING. Chicago: Rand McNally and Company, 1964.

The book is designed to apprise educational leaders as to what is currently known about policy decision-making process as it exists at the local district level.

B-119 Kindred, Leslie W. (Ed.). A SEMINAR ON COMMUNICATIONS RESEARCH FINDINGS AND THEIR IMPLICATIONS FOR SCHOOL-COMMUNITY RELATIONS PROGRAMS. (Cooperative Research Project #G-037). Philadelphia, Penn.: College of Education, Temple University, 1965.

B-120 Klemer, Donald. A SCHOOL FOR ADMINISTRATORS. Bulletin of

Call No.

the National Association of Secondary School Principals, 1965, 49, 302, 68-79.

B-121 Kob, J. DEFINITION OF THE TEACHER'S ROLE. In A. H. Halsey, Jean Floud, and C. A. Anderson (Eds.), *Education, Economy* and *Society: A Reader in the Sociology of Education*. New York: The Free Press, 1961. Pp. 558-576.

B-122 Krathwohl, David and Others. TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS, HANDBOOK II, AFFECTIVE DOMAIN. New York: David McKay Co., Inc., 1964.

B-123 Lanvin, David E. THE PREDICTION OF ACADEMIC PERFORMANCE. New York: Russell Sage, 1965.

B-124 Lavietes, Ruth. THE TEACHER'S ROLE IN THE EDUCATION OF THE EMOTIONALLY DISTURBED CHILD. *American Journal of Orthopsychiatry*, 1962, 32, 854-862.

B-125 Lee, Dorothy. DISCREPANCIES IN THE TEACHING OF AMERICAN CULTURE. In G. D. Spindler (Ed.), *Education and Culture*. New York: Holt, 1963. Pp. 173-191.

B-126 Leonard, George. BIG TROUBLE IN OUR CITY SCHOOLS. *Look*, 1961, 25, No. 20 (September 26), 29-35.

B-127 Lichliter, Mary. SOCIAL OBLIGATIONS AND RESTRICTIONS PLACED ON WOMEN TEACHERS. *School Review*, 1946, 54, 14-23.

B-128 Lindvall, C. M. (Ed.). DEFINING EDUCATIONAL OBJECTIVES. A Report of the Regional Commission on Educational Coordination and the Learning Research and Development Center. Pittsburgh: University of Pittsburgh Press, 1964.

B-129 Livingood, F. G. EDUCATIONAL RESEARCH AND STATISTICS ESTIMATES OF HIGH-SCHOOL SENIORS. *School and Society*, 1935, 41, 550-552.

B-130 Lohman, Maurice A. and William C. Sayres. "WHY PEOPLE VOTE NO": CASE STUDY OBSERVATIONS. Albany, New York: The State Education Department, Division of Research, 1960.

Call No.

Analysis is made of reasons for the failure of school district referendums. Based upon interviews with key residents of a number of such districts, it interprets local feelings from an intimate fact-to-face collection of data.

B-131 MacDonald, M. E. STUDENTS' OPINIONS AS REGARDS DESIRABLE AND UNDESIRABLE QUALIFICATIONS AND PRACTICES OF THEIR TEACHERS IN TEACHER-TRAINING INSTITUTIONS. Educational Administration and Supervision, 1931, 17, 139-146.

B-132 McIntyre, K. E. AN EXPERIMENT IN RECRUITING AND SELECTING LEADERS FOR EDUCATION. Austin, Texas: University of Texas, Southwest School Administration Center, 1956.

A good account of a debacle.

B-133 Meierhenry, W. C. A CRITERION PAPER ON PARAMETERS OF EDUCATION. Paper presented for the Conference on Strategies for Educational Change, sponsored by the Ohio State University. Unpub. MS. Lincoln, Nebraska: Teachers College, University of Nebraska, 1965.

Boundaries and limits of the field of educational innovations are defined as well as a number of variables in the spread of innovations in other fields as related to the educational field.

B-134 Merrill, Reed M. COMPARISON OF EDUCATION STUDENTS, SUCCESSFUL SCIENCE TEACHERS, AND EDUCATIONAL ADMINISTRATORS ON THE EDWARDS PPS. Journal of Educational Research, 1960, 54, 38-40.

B-135 Moffitt, Frederick J. WHY SUPERINTENDENTS GET FIRED. Nations Schools, 1965, 75, 54.

B-136 Macdonald, James B. MYTHS ABOUT INSTRUCTION. Educational Leadership, 1965, 31, 7, 571-576, 609-617.

B-137 Mager, Robert F. PREPARING OBJECTIVES FOR PROGRAMMED INSTRUCTION. San Francisco: Fearon Publishers, 1962.

B-138 Manwiller, L. V. EXPECTATIONS REGARDING TEACHERS. Journal

Call No.

of Experimental Education, 1958, 26, 315-354.

B-139 Mason, W. S., R. J. Dressel, R. K. Bain. SEX ROLE AND THE CAREER ORIENTATIONS OF BEGINNING TEACHERS. Harvard Educational Review, 1959, 29, 370-383.

B-140 Mason, W. S. and N. Gross. INTRA-OCCUPATIONAL PRESTIGE DIFFERENTIATION: THE SCHOOL SUPERINTENDENCY. American Sociological Review, 1955, 20, 326-331.

B-141 Mayo, S. L. AN ANALYSIS OF THE ORGANIZATIONAL ROLE OF THE TEACHER OF VOCATIONAL AGRICULTURE. Rural Sociology, 1960, 25, 334-345.

B-142 McClure, Robert M. PROCEDURES, PROCESSES, AND PRODUCTS IN CURRICULUM DEVELOPMENT. Unpublished Doctoral Dissertation, University of California, Los Angeles, 1965.

B-143 McGill, K. H. THE SCHOOL-TEACHER STEREOTYPE. Journal of Educational Sociology, 1931, 4, 642-650.

B-144 McKeachie, W. J. INDIVIDUAL CONFORMITY TO ATTITUDES OF CLASSROOM GROUPS. Journal of Abnormal and Social Psychology, 1954, 49, 282-289.

B-145 Merrill, M. R. and F. B. Jex. ROLE CONFLICT IN SUCCESSFUL SCIENCE TEACHERS. Journal of Educational Research, 1964, 58, 72-74.

B-146 Nedelsky, Ruth. THE TEACHER'S ROLE IN THE PEER GROUP DURING MIDDLE CHILDHOOD. The Elementary School Journal, 1952, 52, 325-334.

B-147 Nimnicht, G. P. HOW PRINCIPALS PERCEIVE THEIR SUPERINTENDENTS. Phi Delta Kappan, 1959, 41, 65-66.

B-148 Perkins, H. V. A PROCEDURE FOR ASSESSING THE CLASSROOM BEHAVIOR OF STUDENTS AND TEACHERS. American Educational Research Journal, 1964, I, 4, 249-260.

B-149 Phillips, B. N. COMMUNITY CONTROL OF TEACHER BEHAVIOR. Journal

Call No.

of Teacher Education, 1955, 6, 293-300.

B-150 Prentice-Hall Editorial Staff. SCHOOL EXECUTIVE'S GUIDE. Englewood Cliffs, New Jersey.

B-151 PROJECT ON THE INSTRUCTIONAL PROGRAM OF THE PUBLIC SCHOOLS. *Deciding What to Teach*. Washington: National Education Association, 1963.

B-152 PROJECT ON THE INSTRUCTIONAL PROGRAM OF THE PUBLIC SCHOOLS. *Education in a changing society*. Washington: National Education Association, 1963.

B-153 PROJECT ON THE INSTRUCTIONAL PROGRAM OF THE PUBLIC SCHOOLS. *Planning and organizing for teaching*. Washington: National Education Association, 1963.

B-154 PROJECT ON THE INSTRUCTIONAL PROGRAM OF THE PUBLIC SCHOOLS. *The principals look at the schools*. Washington: National Education Association, 1963.

B-155 PROJECT ON THE INSTRUCTIONAL PROGRAM OF THE PUBLIC SCHOOLS. *The scholars look at the schools*. Washington: National Education Association, 1962.

B-156 PROJECT ON THE INSTRUCTIONAL PROGRAM OF THE PUBLIC SCHOOLS. *Schools for the sixties*. A Report of the Project on Instruction. New York: McGraw-Hill Book Co., 1963.

B-157 Pruitt, Robert E. WHO IS EXPENDABLE?. *American School Boards Journal*, 1962, 145, 14.

B-158 RESEARCH UTILIZATION COMMITTEE, AMERICAN EDUCATION RESEARCH ASSOCIATION. Unpub. MS. (no date). Washington, D. C.

Working papers distributed by the Committee:

Some propositions on research utilization in education

Roles in research utilization

A comparative analysis of the research utilization process

Training for research utilization -- Matthew B. Miles

Call No.

B-159 Rice, Arthur H. WHAT SCHOOLMEN FACE: MORE STATUS, LESS SECURITY. *Nations Schools*, 1964, 73, 16.

B-160 Richey, R. W. and W. H. Fox. HOW DO TEACHERS COMPARE WITH OTHER COMMUNITY MEMBERS? *Educational Research Bulletin*, 1948, 27, 238-241, 247-248.

B-161 Robbins, Florence G. STUDENT REACTIONS TO TEACHER PERSONALITY TRAITS. *Educational Administration and Supervision*, 1944, 30, 241-246.

B-162 Rogers, Dorothy. IMPLICATIONS OF VIEWS CONCERNING THE "TYPICAL" SCHOOL TEACHER. *Journal of Educational Sociology*, 1950, 23, 482-487.

B-163 Rogers, Dorothy. A STUDY OF THE REACTIONS OF FORTY MEN TO TEACHING IN THE ELEMENTARY SCHOOL. *Journal of Educational Sociology*, 1953, 27, 24-35.

B-164 Rogers, Everett M.: see Wilbur Schramm.

B-165 Rosencranz, H. A. and B. J. Biddle. THE ROLE APPROACH TO TEACHER COMPETENCE EVALUATION. In B. J. Biddle and W. J. Ellena (Eds.), *Contemporary Research on Teacher Effectiveness*. New York: Holt, 1964. Pp. 232-263.

B-166 Ryans, D. G. CHARACTERISTICS OF TEACHERS, THEIR DESCRIPTION, COMPARISON, AND APPRAISAL: A RESEARCH STUDY. Washington: American Council on Education, 1960.

B-167 Ryans, D. G. INVENTORY ESTIMATED TEACHER CHARACTERISTICS AS COVARIANTS OF OBSERVER ASSESSED PUPIL BEHAVIOR. *Journal of Educational Psychology*, 1961, 52, 91-97.

B-168 Schramm, Wilbur. PROGRAMMED INSTRUCTION TODAY AND TOMORROW. New York: The Fund for the Advancement of Education, 1962.

B-169 Schwab, Joseph J. and Paul F. Brandwein. THE TEACHING OF SCIENCE. The Inglis and Burton Lectures for 1961. Cambridge, Mass.: Harvard University Press, 1962.

B-170 Seaga, E. P. G. PARENT-TEACHER RELATIONSHIPS IN A JAMAICAN VILLAGE.

Call No.

Social and Economic Studies, 1955, 4, 289-302.

B-171 Seidman, J. M. and Leda B. Knapp. TEACHER LIKES AND DISLIKES OF STUDENT BEHAVIOR AND STUDENT PERCEPTIONS OF THESE ATTITUDES. *Journal of Educational Research*, 1953, 47, 143-149.

B-172 Siegel, L., H. L. Coon, H. B. Pepinsky, S. Rubin. EXPRESSED STANDARDS OF BEHAVIOR OF HIGH SCHOOL STUDENTS, TEACHERS AND PARENTS. *Personnel and Guidance Journal*, 1956, 34, 261-267.

B-173 Smith, B. Othanel, M. Meux, J. Coombs, and G. Nuthall. A TENTATIVE REPORT ON THE STRATEGIES OF TEACHING. University of Illinois: U. S. Office of Education Cooperative Research Project, 1964.

B-174 Smith, Louis M. and Pat M. Keith. SOCIAL PSYCHOLOGICAL ASPECTS OF SCHOOL BUILDING DESIGN. Washington, D. C.: U. S. Office of Education, Bureau of Research, Final Report of Project No. 5-223, 1967.

B-175 Smith, Victoria, F. WHAT KIND OF TEACHERS DO PARENTS LIKE? WHAT KIND OF PARENTS DO TEACHERS LIKE? *Understanding the Child*, 1953, 22, 99-103.

B-176 Soles, S. TEACHER ROLE EXPECTATIONS AND THE INTERNAL ORGANIZATION OF SECONDARY SCHOOLS. *Journal of Educational Research*, 1964, 57, 227-238.

B-177 Sorenson, A. G., T. R. Husek, Constance Yu. DIVERGENT CONCEPTS OF TEACHER ROLE: AN APPRAOCH TO THE MEASUREMENT OF TEACHER EFFECTIVENESS. *Journal of Educational Psychology*, 1963, 54, 287-294.

B-178 Spears, H. WHAT DISTURBS THE BEGINNING TEACHER. *School Review*, 1945, 53, 458-463.

B-179 Spinning, James M. WHOSE MAN IS THE SUPERINTENDENT?. *Nations Schools*, 1958, 62, 26-27.

B-180 Story, M. L. PUBLIC ATTITUDE IS CHANGING TOWARD THE TEACHER'S

Call No.

PERSONAL FREEDOM. *Nation's Schools*, 1950, 45, 69-70.

B-181 Taba, Hilda. CURRICULUM DEVELOPMENT: THEORY AND PRACTICE. New York: Harcourt, Brace, and World, Inc., 1962.

B-182 Taba, Hilda, S. Levine, and F. F. Elzey. THINKING IN ELEMENTARY SCHOOL CLASS. San Francisco State College: U. S. Office of Education Cooperative Research Project, 1964.

B-183 Terrien, F. W. THE OCCUPATIONAL ROLES OF TEACHERS. *Journal of Educational Sociology*, 1955, 29, 14-20.

B-184 Terrien, F. W. WHO THINKS WHAT ABOUT EDUCATORS? *American Journal of Sociology*, 1953, 59, 150-158.

B-185 Tiedeman, S. C. A STUDY OF PUPIL-TEACHER RELATIONSHIP. *Journal of Educational Research*, 1942, 35, 657-664.

B-186 Trabue, M. R. JUDGMENTS BY 820 COLLEGE EXECUTIVES OF TRAITS DESIRABLE IN LOWER-DIVISION COLLEGE TEACHERS. *Journal of Experimental Education*, 1953, 21, 337-341.

B-187 Twyman, J. P. and B. J. Biddle. ROLE CONFLICT OF PUBLIC SCHOOL TEACHERS. *Journal of Psychology*, 1963, 55, 183-198.

B-188 Twyman, J. Paschal and Bruce J. Biddle. ROLE CONFLICTS FOR PUBLIC SCHOOL TEACHERS. Unpub. MS. Oklahoma State University, 1962. (Technical Report No. 4 of Contract Nonr-2296(02).)

B-189 Tyler, Ralph W. BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION. Chicago: University of Chicago Press, 1950.

B-190 Ulrich. R. ON THE ROLE OF TEACHER. *American Teacher*, 1952, 36, 9-14.

B-191 Ulrich, Robert, Ole Sand, and Derek Morrell. NEW DYNAMICS IN CURRICULUM DEVELOPMENT. Address to the International Curriculum Conference. Toronto, Canada: The Education Center, 1965.

B-192 Uyeki, E. S. THE SERVICE TEACHER IN PROFESSIONAL EDUCATION.

Call No.

Human Organization, 1962, 21, 51-55.

B-193 Valenti, J. J. MEASURING EDUCATIONAL LEADERSHIP ATTITUDES. Journal of Applied Psychology, 1952, 36, 36-43.

B-194 Veldman, D. J., R. F. Peck, C. McGuire. MEASURING THE VALUE SYSTEMS OF EDUCATION PROFESSORS. Journal of Educational Psychology, 1961, 52, 330-334.

B-195 Wallace, S. PROBLEMS EXPERIENCED BY 136 NEW TEACHERS DURING THEIR INDUCTION INTO SERVICE. The North Central Association Quarterly, 1951, 25, 291-309.

B-196 Washburne, C. THE TEACHER IN THE AUTHORITY SYSTEM. Journal of Educational Sociology, 1957, 30, 390-394.

B-197 Wertheimer, Rita R. CONSISTENCY OF SOCIOMETRIC STATUS POSITION IN MALE AND FEMALE HIGH SCHOOL STUDENTS. Journal of Educational Psychology, 1957, 48, 385-390.

B-198 Whitlow, C. M. ATTITUDES AND BEHAVIOR OF HIGH-SCHOOL STUDENTS. American Journal of Sociology, 1935, 40, 489-494.

B-199 Wilkening, E. A.: see Wilbur Schramm.

B-200 Wilson, B. R. THE TEACHER'S ROLE--A SOCIOLOGICAL ANALYSIS. British Journal of Sociology, 1962, 13, 15-32.

B-201 Witryol, S. L. AGE TRENDS IN CHILDREN'S EVALUATION OF TEACHER-APPROVED AND TEACHER-DISAPPROVED BEHAVIOR. Genetic Psychology Monographs, 1950, 41, 271-326.

B-202 Wood, Glynn L.: see Wilbur Schramm.

B-203 Yourglich, Anita. STUDY ON CORRELATIONS BETWEEN COLLEGE TEACHERS' AND STUDENTS' CONCEPTS OF "IDEAL-STUDENT" AND "IDEAL-TEACHER." Journal of Educational Research, 1955, 49, 59-64.

B-204 Zeleny, L. D. STATUS AND ROLE AMONG FIFTH-GRADE SCHOOL CHILDREN. Sociology and Social Research, 1951, 35, 425-427.

Call No.

B-205 Zimmerman, K. A. and Elizabeth Lewton. TEACHER PERSONALITY IN SCHOOL RELATIONSHIPS. *Educational Leadership*, 1951, 8, 422-428.

(C) INNOVATION AND CHANGE IN SOCIAL STRUCTURE, SOCIAL PSYCHOLOGY AND SOCIAL ORGANIZATION

Call No.

C-1 Ahlberg, C. D. and others. CHANGING GOVERNORS AND POLICIES. *Public Administration Review*, 1960, 20, 195-204.

C-2 Argyris, Chris. ORGANIZATION AND INNOVATION. Homewood, Ill.: Richard D. Irwin, Inc., 1965.

This purports to be the first detailed study of the actual behavior of the top management in research and development organizations. It is also the first study with a new way of diagnosing executive behavior at any level. In addition, *Organization and Innovation* is one of the few studies reported where the behavior of the board of directors is altered and measurements are presented for fourteen months afterwards. The book provides a model of how innovation will tend to deteriorate in R and D organizations, even though they are well staffed, equipped, and financed.

C-3 Ashby, W. Ross. DESIGN FOR A BRAIN. New York: Wiley, 1952.

C-4 Barnett, Homer G. THE ACCEPTANCE AND REJECTION OF CHANGE. In George K. Zollschan and Walter Hirsch (Eds.), *Explorations in social change*. Boston: Houghton Mifflin, 1964. Pp. 345-367.

In an earlier work the author developed a scheme for systematizing reactions to innovations. It conceptualized positive and negative responses to new things, behaviors, and ideas as processes; that is as controlled and limited sets of interrelations between variables in a closed system of events. In the present chapter the author identifies the referents of the discussion, then moves into structuralization, contact, assimilation, projection, values, acceptance and rejection possibilities, and application.

C-5 Barnett, Homer G. INNOVATION: THE BASIS OF CULTURAL CHANGE. New York: McGraw-Hill Book Company, 1953.

A classical analysis of the processes by which, and the conditions under which, men devise new additions to their culture.

Call No.

C-6 Bechert, Heinz. MOTHERRIGHT AND SUCCESSION TO THE THRONE IN MALABAR AND CEYLON. Ceylon Journal of Historical Social Studies, 1963, 6, 25-40.

C-7 Bennis, Warren G. CHANGING ORGANIZATIONS. New York: McGraw-Hill, 1967(?).

A collection of the author's own essays, this book discusses the problem of change through various approaches, all of which focus on the causes and consequences of change on organizational behavior. Part I analyzes certain inescapable trends of organizational evolution, tendencies towards democracy, towards science, and towards more rationalistic and collaborative notions of leadership and influence. Part II shows how organizational evolution can be hastened and appropriately shaped by the application of the behavioral sciences. This section also provides a complete treatment of the uses of T-groups and sensitivity training to improve organizational effectiveness.

C-8 Bennis, Warren G. A NEW ROLE FOR THE BEHAVIORAL SCIENCES: EFFECTING ORGANIZATIONAL CHANGE. Administrative Science Quarterly, 1963, 8, 125-165.

C-9 Bennis, Warren G. (Ed.) and others. THE PLANNING OF CHANGE: READINGS IN THE APPLIED BEHAVIORAL SCIENCES. New York: Holt, Rinehart, and Winston, 1961.

C-10 Bennis, Warren G. THEORY AND METHOD IN APPLYING BEHAVIORAL SCIENCE TO PLANNED ORGANIZATIONAL CHANGE. The Journal of Applied Behavioral Science, 1965, 1, 337-360.

Three assumptions underlie this paper: (1) that the proportion of contemporary change that is planned or that issues from deliberate innovation is much higher than in former times; (2) that man's wisdom and mundane behavior are somewhat short of perfection insofar as they regulate the fate and selective adaptation of complex human organization; (3) that behavioral scientists in increasing numbers are called upon to influence organizational functioning and effectiveness. The paper is concerned with the strategic, methodological, and conceptual issues brought about by the emergence of the action role of the behavioral scientist.

C-11 Bennis, Warren G., Kenneth B. Benne, and Robert Chin (Eds.).

THE PLANNING OF CHANGE. New York: Holt, Rinehart and Winston, 1962.

In this volume, the editors have brought together some current conceptualizations of different aspects of application and change process, and tied these contributions together with extensive introductions. The four large sections are: (1) The roots of planned change, (2) Conceptual tools for the change-agent: Social systems and change models, (3) Dynamics of the influence process, and (4) Programs and technologies of planned change.

C-12 Bhola, Harbans Singh. THE CONFIGURATIONAL THEORY OF INNOVATION DIFFUSION. Columbus, Ohio: Ohio State University, School of Education, 1965.

A theory of innovation diffusion focused upon social interrelationships is presented. Interaction of varying kinds and sizes of social units relates individuals to other individuals, groups institutions, or cultures. Innovation may be initiated by any of these four social units and may be directed toward subsequent adoption by any of the units. The theory is called a configurational theory because the emphasis is put on patterns of relationships between innovators and adopters, rather than upon the social units themselves. Specific elements of the theory include the initiator or innovator, the target or adopter, the linkage between the two, and the process of diffusion by which an innovation is incorporated into a configuration. Environmental influence upon innovation diffusion will depend upon whether the environment is persistent and supportive, neutral, or inhibiting. Configurational relationships can be divided into three broad categories--molecular, molar-molecular, and molar-depending generally upon the size of the two social units serving as initiator and adapter and the particular relationship's amenability to control. Communication within social units is distinct from the linkage or communication network between configurations. The probability of diffusion will be affected by the amount of variable resources--material, conceptual skills, personnel, and influence. Eleven hypotheses suggested by the theory are enumerated.

C-13 Bhola, Harbans Singh. INNOVATION RESEARCH AND THEORY. Columbus, Ohio: School of Education, The Ohio State University, 1965. (Mimeo.)

This document is designed to report on the present status of innovation research and theory, and to serve as a basis

Call No.

for projecting substantive, methodological, and organizational strategies for innovation in education. An extensive bibliography is included.

C-14 Blackman, Charles A. THE PROCESS OF CHANGE. East Lansing, Michigan: College of Education, Michigan State University, 1965. (Mimeo.). A bibliography.

Collected principally by graduate students in seminars in curriculum development, categories include: collections of research on the change process, the evaluation of change, the change agent and conflict in educational change, communication media and group change, annotated bibliographies concerned with change, and many others.

C-15 Blanke, V. E. A LESSON IN CHANGE. *Theory Into Practice*, 1965, 4, 131-132.

The writer's overview of the article in the present issue by Herman Peters proposing a change in pupil personnel services. Emphasis is upon an analysis of the reactions to the Peters proposal by a teacher, a parent, a psychologist, a pupil personnel director, and by a superintendent. When change is introduced into a system there is role threat, each person reacts from his own vantage point, not from the perspective of other role positions. The stages of the change process suggested by Clark and Guba are reviewed, which suggests that Peters' ideas are an invention. In terms of Clark and Guba, Peters is a developer, not concerned with the design of the invention, its diffusion, nor its demonstration, which are all problems of adoption. The reactors, on the other hand, tend to be concerned primarily with adoption problems and the need to assess the quality, value, and utility of inventions. Blanke suggests that his analysis shows the need to mediate changes. He points to the need to learn more about resisters and facilitators because they are the ones that tend to determine the adoption or rejection of an innovation.

C-16 Bloom, Benjamin S. STABILITY AND CHANGE IN HUMAN CHARACTERISTICS. New York: John Wiley and Sons, Inc., 1964.

C-17 Bock, Kenneth E. EVOLUTION, FUNCTION, AND CHANGE. *American Sociological Review*, 1963, 28, 2, 229-237.

Functionalist concern with social order is not wholly

Call No.

understandable as an expression of conservative bias. Interest in the social order is common to both functionalism and evolutionism. This common concern, so far as the problem of change is involved, derives from a shared conviction that processes of change are deducible from an analysis of order or structure. Basically, this conviction arises from a reluctance to accept time and place events as classifiable data for the study of both persistence and change. Theory of social change should be formulated in direct reference to happenings.

C-18 Bogue, Donald J. THE QUANTITATIVE STUDY OF SOCIAL DYNAMICS AND SOCIAL CHANGE. The American Journal of Sociology, 57, 565-68.

This involves use of data referring to behavior or a change in status during an interval of time. (methodological)

C-19 Booth, David A. CHANGE AND POLITICAL REALITIES. In Richard I. Miller (Ed.), A multidisciplinary focus on educational change. Lexington: Bureau of School Service, College of Education, University of Kentucky, 1965. Pp. 56-71.

Beginning with four recent developments that "signal the dawn of a new era in education," Dr. Booth moves into the problems and issues of political structure of the schools, using the literature of political science. Topics covered include: Who runs our schools? The principal as catalyst of change, politics and pressure groups, role status and alienation, formal and informal influence structures.

C-20 Botsford, Keith. SUCCESSION AND IDEOLOGY IN SPAIN AND PORTUGAL. Journal of International Affairs, 1964, 1, 76-85.

C-21 Brandner, Lowell and Bryant Kearl. EVALUATION FOR CONGRUENCE AS A FACTOR IN ADOPTION RATE OF INNOVATIONS. Rural Sociology, 1964, 29, 3, 288-303. (Sociological Abstracts, 1965, 13, 1, 51.)

Research confirms the hypothesis that persons who evaluate an innovation as congruent with a previous favorably evaluated practice will accept the innovation more rapidly than those who fail to make such an evaluation. Various such factors were measured between an area where farmers had had experience with hybrid corn and an area where they had not. Both had long experience with grain sorghums. Comparisons also were made between adopters and nonadopters within areas. Comparisons were made on such factors as

Call No.

age, education, mobility, income, acres operated, years farmed, percent of acres cultivated, economic importance of various farm enterprises, etc. Ten-year production figures and open-end questions were used to determine economic importance of both corn and sorghums in each area. Only one adopter in the corn area considered sorghums first or second as a source of income; every adopter in the sorghum area named sorghums as first or second in importance as a source of income. Statistically significant differences between adopters in the two areas on factors studied included: economic importance of the crop, .001 level; dealer orientation, .001; sprayed to kill weeds sooner, .001; willing to experiment. Nearly all other factors tested also favored (at levels not considered significantly statistically) the area where sorghums were economically important. All those factors indicated that hybrid sorghums would be accepted most rapidly in the sorghum area. One factor, the idea that hybrid corn was better than old standard corn varieties (different significance at the .001 level) indicated that hybrid sorghums would be accepted most rapidly in the corn area. Congruence, or that hybrid sorghums are like hybrid corn, seemed to account for the rapid acceptance of hybrid sorghums in the area where they were less important economically. It is concluded that researchers who ignore congruence in explaining acceptance of change may incorrectly credit influence of congruence to another factor(s) being investigated.

C-22 Browning, Rufus P. INNOVATION AND NON-INNOVATION DECISION PROCESSES IN GOVERNMENT BUDGETING. Paper read before the Annual Meeting of the American Political Science Association, New York City, 1963.

C-23 Buchanan, Paul C. EVALUATING THE EFFECTIVENESS OF LABORATORY TRAINING IN INDUSTRY. Washington, D. C.: National Training Laboratories, National Education Association, 1965.

C-24 Buchanan, Paul C. INNOVATIVE ORGANIZATIONS: A STUDY IN ORGANIZATION DEVELOPMENT. In Applying behavioral science research in industry. (Monograph No. 23). New York: Industrial Relations Counselors, Inc., 1964.

C-25 Burns, Tom and G. M. Stalker. THE MANAGEMENT OF INNOVATION. Garden City, New Jersey: Alcuin Press, 1961.

C-26 Cadwallader, Mervyn L. THE CYBERNETIC ANALYSIS OF CHANGE IN

Call No.

COMPLEX SOCIAL ORGANIZATIONS. The American Journal of Sociology, 65, 154-57.

Argues for utility of cybernetics in analyzing the steady states of social organizations. (methodological)

C-27 Cancian, F. FUNCTIONAL ANALYSIS OF CHANGE. American Sociological Review, 25: 818-827.

C-28 Carlson, Richard O. EXECUTIVE SUCCESSION AND ORGANIZATIONAL CHANGE. Chicago: Midwest Administration Center, University of Chicago, 1962.

C-29 Carr, Lowell J. DISASTER AND THE SEQUENCE-PATTERN CONCEPT OF SOCIAL CHANGE. The American Journal of Sociology, 38, 207-18.

Proposes sequential model for social change: precipitating events or condition; adjustment-dislocation; and readjustment. (theoretical)

C-30 Christensen, C. R. MANAGEMENT SUCCESSION IN SMALL AND GROWING ENTERPRISES. Cambridge, Mass.: Harvard University Press, 1953.

C-31 Clark, Kenneth B. PROBLEMS OF POWER AND SOCIAL CHANGE: TOWARD A RELEVANT SOCIAL PSYCHOLOGY. Journal of Social Issues, 21:3 (July 1965), 4-20. (Sociological Abstracts, 15:1 (1967) 47)

C-32 Coch, Lester and John R. P. French, Jr. OVERCOMING RESISTANCE TO CHANGE. Human Relations, 1948, 1, 415-556. Reprinted in Dorwin Cartwright and Alvin Zander (eds.). Group dynamics: research and theory. Evanston, Ill.: Row, Peterson, 1953, Pp. 257-279. Also in Guy E. Swanson, Theodore M. Newcomb, and Eugene L. Hartley (Eds.). Readings in social psychology. New York: Holt, 1952. Pp. 474-490. Also in Maccoby, Newcomb, and Hartley, pp. 233-250 and in Proshansky and Seidenberg, pp. 444-460.

From the management point of view, two questions were paramount: (1) Why do people resist change so strongly? and (2) What can be done to overcome this resistance? To tackle these questions, the researchers first devised a preliminary theory to account for the resistance to change, then a field experiment was devised and conducted within

Call No.

the context of the factory situation.

C-33 Coleman, James, et alia. THE DIFFUSION OF AN INNOVATION. Sociometry, 1957, 20, 253-270.

The study focuses upon the ongoing social processes which finally lead to the widespread adoption of a certain drug by physicians in four cities.

C-34 Cook, Robert M. and Wilbert E. Moore. READINGS ON SOCIAL CHANGE. Englewood Cliffs: Prentice-Hall, 1967.

The normality of change: A methodological note on the principle of cumulation. The determinants of collective behavior. Marxism. A general critique of equilibrium theory.

The qualities of change: Time and the physical process. Diseases of science. Reasons for sociocultural change and variably recurrent processes and rhythms.

Small scale change: Toward a conception of the life cycle of groups. Evolution, revolution, reaction.

Changes in societies: The age of democratic revolution. The American Negro problem in the context of social change. The United States population explosion: consequences and implications. The triple revolution.

Modernization: The nation transformed. The nation state as a unit in the comparative study of social change. The rate and costs of political development. Patterns (structures) of modernization and political development.

Social evolution: On the origin and evolution of human culture. Pitfalls and guideposts in comparing organic and social evolution. The irreducibility of social change. Some misgivings about evolutionary theory.

C-35 Coughenour, C. Milton. THE RATE OF TECHNOLOGICAL DIFFUSION AMONG LOCALITY GROUPS. The American Journal of Sociology, 69, 325-39.

This rate is related to the median level of education and access to communication media. (survey research, etc.)

C-36 Cuber, John F. THE MEASUREMENT AND SIGNIFICANCE OF INSTITUTIONAL DISORGANIZATION. The American Journal of Sociology, 44,

Call No.

408-14.

Views institutional disorganization as process permitting institutions to adapt to new conditions. (theoretical)

C-37 Danbury, Thomas and Charles Berger. THE DIFFUSION OF POLITICAL INFORMATION AND ITS EFFECT ON CANDIDATE PREFERENCE. Paper presented at the Association for Education in Journalism, Syracuse University, 1965.

C-38 Dodd, Stuart C. TESTING MESSAGE DIFFUSION FROM PERSON TO PERSON. Public Opinion Quarterly, 1952, 16, 247-262.

C-39 Dommermuth, William P. ON THE ODDS OF BECOMING COMPANY PRESIDENT. Harvard Business Review, 1966, 44, 3, 65-72.

C-40 Drachkovitch, M. M. SUCCESSION AND THE CHARISMATIC LEADER IN YUGOSLAVIA. Journal of International Affairs, 1964, 1, 54-66.

C-41 Eisenstadt, S. N. INSTITUTIONALIZATION AND CHANGE. American Sociological Review, 1964, 29, 2, 235-247.

The assertion that systematic sociological analysis cannot explain specific occurrences and directions of change is critically examined. On the basis of analysis of the social and political structure of traditional centralized Empires and of the development of religions within them, it is argued that the institutionalization of any social system creates possibilities for specific and defined types of change, which develop not randomly but in specific directions to a large extent set by the very process of institutionalization.

C-42 Eisenstadt, S. N. PROCESSES OF CHANGE AND INSTITUTIONALIZATION OF THE POLITICAL SYSTEMS OF CENTRALIZED EMPIRES. In George K. Zollschan and Walter Hirsch (Eds.), Explorations in social change. Boston: Houghton Mifflin Co., 1964. Pp. 432-451.

This chapter deals with problems of social change through analysis of the processes of change in one specific type of political system--to so-called centralized bureaucratic empire. The theoretical focus of the study is upon investigation of the extent to which problems of change can be analyzed within the framework of a systematic sociological approach.

C-43 Eisenstadt, S. N. SOCIAL CHANGE, DIFFERENTIATION AND EVOLUTION. American Sociological Review, 1964, 29, 3, 375-386.

This paper attempts to re-evaluate the evolutionary perspective in sociology by analyzing the concept of "stages" of societies or institutional systems as measured by the extent of social differentiation. An evolutionary perspective makes sense only so far as at least some of the changes that are inherent in the very nature of any social system bring about institutionalization of more differentiated cultural and social spheres, and in this way extend the range of a society's environment and its adaptability to it. Recognition of this relation between change and institutionalization is tempered by several systematic considerations. First, not all processes of social change necessarily give rise to changes in overall institutional systems. Second, systematic changes that do increase the scope of differentiation within the major spheres of a society do not necessarily assure the institutionalization of a more differentiated system. Third, even when structural differentiation is institutionalized, each new institutional system evinces different potentialities for further change, for stagnation, breakdown or development.

C-44 Erasmus, Charles John. CHANGING FOLK BELIEFS AND THE RELATIVITY OF EMPIRICAL KNOWLEDGE. Southwestern Journal of Anthropology, 1952, 8, 411-428.

The study is divided into three sections: (1) summary sketch of folk medical beliefs and practices in the poorer districts of Quito, Ecuador, (2) special situations of change in Quito, (3) theoretical analysis of data.

C-45 Evan, William M. ORGANIZATIONAL LAG. Human Organization, 1966, 25, 1, 51-53.

Innovation (implementation of new ideas) is assumed related to organizational growth. Organizations differ in response to proposed innovations. Ogburn's "cultural lag" theory is often used to explain differences, but has been criticized because it overlooks values in the culture that impede or facilitate change, is difficult to measure, is used loosely to explain too many social evils. It may be more useful at organizational levels which are more amenable to study than a broader society. Organizational lag is a discrepancy

Call No.

in the rate of implementing administrative changes and technical changes. The former usually lag behind the latter. The slower change tends to retard the faster, possibly because of negative feedback. The greater the lag the slower the organizational growth. Members may become conformist or apathetic or may try to circumvent policies. Circumvention is not as detrimental to organizational purposes as the other adaptations. Resistance to innovations is born of low tolerance for change and functional specialization of departments. Overlap of tolerance among departments and higher ratio of authorized innovating should result in lower organizational lag. Prevailing concepts of trickle-down or-up for administrative vs. technical innovations may produce lag, perhaps need revision.

C-46 Fairweather, George W. METHODS FOR EXPERIMENTAL SOCIAL INNOVATION. New York: Wiley, 1967.

C-47 Fliegel, Frederick C. and Joseph E. Kivlin. ATTRIBUTES OF INNOVATIONS AS FACTORS IN DIFFUSION. The American Journal of Sociology, 1966, 72, 3, 235-248.

Differences among innovations are important variables in explaining the diffusion process. Data on rate of adoption of thirty-three modern farm practices and farmers' perceptions of fifteen attributes of those practices are subjected to partial correlation analysis. For this sample of relatively prosperous farmers, innovations perceived as most rewarding and least risky are accepted most rapidly, as expected; high costs do not serve as a brake on adoption; direct contribution of the innovation to a major occupational interest enhances adoption, while complexity and the pervasiveness of consequences following from acceptance have no effect. Further studies with different types of respondents and different innovations should yield a scheme for classifying the item which is being adopted and thus permit better prediction of the diffusion process.

C-48 Foster, George M. TRADITIONAL CULTURES AND THE IMPACT OF TECHNOLOGICAL CHANGE. New York: Harper and Row, 1962.

Problems of cultural change induced by sudden technological developments are presented against a broad background of anthropological theory. Deals with cultural, social, and psychological aspects of cultural stability and change.

Call No.

C-49 Frank, A. G. ADMINISTRATIVE ROLE DEFINITION AND SOCIAL CHANGE. *Human Organization*, 1964, 22, 238-242.

C-50 Fraser, Thomas M., Jr. SOCIOCULTURAL PARAMETERS IN DIRECTED CHANGE. *Human Organization*, 1963, 22, 95-104.

C-51 Goodwin, Leonard. SCIENCE, HISTORY, AND SOCIAL CHANGE: TOWARD A PROGRAM OF RESEARCH. *Sociology and Social Research*, 1965, 49, 2, 129-142. (*Sociological Abstracts*, 1965, 13, 6-7, 746.)

C-52 Gordon, Gerald and Sue Marquis. FREEDOM, VISIBILITY OF CONSEQUENCES, AND SCIENTIFIC INNOVATION. *The American Journal of Sociology*, 72:2 (September 1966), pp. 195-202.

C-53 Graham, L. Saxon. CLASS AND CONSERVATISM IN THE ADOPTION OF INNOVATIONS. *Human Relations*, 1956, 9, 91-100.

C-54 Grusky, Oscar. CORPORATE SIZE, BUREAUCRATIZATION, AND MANAGERIAL SUCCESSION. *American Journal of Sociology*, 1961, 67, 261-269.

C-55 Grusky, Oscar. THE EFFECTS OF ADMINISTRATIVE SUCCESSION. An excerpt from "Role conflict in organization: a study of prison camp officials." *Administrative Science Quarterly*, 1959, 3, 463-467.

C-56 Grusky, Oscar. MANAGERIAL SUCCESSION AND ORGANIZATIONAL EFFECTIVENESS. *American Journal of Sociology*, 1963, 69, 21-31.

C-57 Guest, Robert H. ORGANIZATION CHANGES: THE EFFECT OF SUCCESSFUL LEADERSHIP. Homewood, Ill.: The Dorsey Press, 1962.

C-58 Guest, Robert. ORGANIZATION CHANGE: A STUDY IN LEADERSHIP. Homewood, Ill.: Dorsey Press, 1962.

C-59 Gusfield, Joseph R. TRADITION AND MODERNITY: MISPLACED POLARITIES IN THE STUDY OF SOCIAL CHANGE. *American Journal of Sociology*, 1967, 72, 4, 351-362.

"Tradition" and "modernity" are widely used as polar opposites in a linear theory of social change. This

Call No.

theory is examined in the light of Indian and other materials on development. Seven fallacies in this contrast usage are presented. It is incorrect to view traditional societies as static, normatively consistent, or structurally homogeneous. the relations between the traditional and the modern do not necessarily involve displacement, conflict, or exclusiveness. Modernity does not necessarily weaken tradition. Both tradition and modernity form the bases of ideologies and movements in which the polar opposites are converted into aspirations, but traditional forms may supply support for, as well as against, change.

C-60 Hagen, Welles. SUCCESSION AND PERSONALITIES IN INDIA. Journal of International Affairs, 1964, 1, 21-31.

C-61 Haines, George S., Jr. CHANGE IN SMALL GROUPS -- AN EXPERIMENTAL STUDY OF A MANAGEMENT GAME AS A RESEARCH TOOL. Industrial Management Review, 1964, 5, 61-65.

C-62 Harries-Jones, Peter and J. C. Chirvale. KASAKA: A CASE STUDY IN SUCCESSION AND DYNAMICS OF A BEMBA VILLAGE. Rhodes-Liningston Journal, 1963, 33, 1-67.

C-63 Hassinger, Edward. STAGES IN THE ADOPTION PROCESS. Rural Sociology, 1959, 24, 52-53.

The "stages" that have been presented as a model for describing the adoption process are discussed as well as how the adoption process could influence the approach to extension teaching.

C-64 Heidenheimer, Arnold J. SUCCESSION AND PARTY POLITICS IN WEST GERMANY. Journal of International Affairs, 1964, 1, 32-42.

C-65 Heirich, Max. THE USE OF TIME IN THE STUDY OF SOCIAL CHANGE. American Sociological Review, 1964, 29, 3, 386-397.

Time--as an explanatory factor, a causal link between other variables, a quantitative measure of them, and a qualitative measure of their interplay--is central to models of social change. Its use by 11 theorists suggests how time may relate to current research into the what, how, when, and why of change.

C-66 Henry, L. L. PRESIDENTIAL TRANSITIONS. Washington, D. C.:

Call No.

The Brookings Institution, 1960.

C-67 Henry, L. L. TRANSFERRING THE PRESIDENCY; VARIATIONS, TRENDS, AND PATTERNS. Public Administration Review, 1960, 20, 187-194.

C-68 Hill, Richard Johnson, TEMPORAL ASPECTS OF PERSON-TO-PERSON MESSAGE DIFFUSION. Unpub. doctoral dissertation. Seattle, Washington: University of Washington, 1955.

C-69 Hoffmann, Stanley S. SUCCESSION AND STABILITY IN FRANCE. Journal of International Affairs, 1964, 1, 86-103.

C-70 Hollander, E. P. SOME EFFECTS OF PERCEIVED STATUS ON RESPONSES TO INNOVATIVE BEHAVIOR. Journal of Abnormal and Social Psychology, 1961, 63, 247-250.

C-71 Holmberg, Allan R. LAND TENURE AND PLANNED SOCIAL CHANGE -- A CASE FROM VICOS, PERU. Human Organization, 1959, 18, 7-10.

C-72 Holmberg, Allan R. and Henry F. Dobyns. THE PROCESS OF ACCELERATING COMMUNITY CHANGE. Human Organization, 1962 (Summer), 21, 107-109.

The joint Cornell-Peru Experiment was not set up to develop a set of Western values in the Peruvian Indian community of Vicos; rather it selected to change those values and institutions which would foster more change by the Vicosinos themselves, and at the same time would prepare the Vicosinos to work out their own goals.

C-73 Holmberg, Allan R., Mario C. Vazquez, Paul C. Doughty, J. Oscar Alers, Henry F. Dobyns, and Harold D. Lasswell. THE TRANSFORMATION OF THE POLITICAL, LEGAL, AND SOCIAL SYSTEMS OF SUPPRESSED PEASANT SOCIETIES: THE VICOS CASE. American Behavioral Scientist, 1965, 8, (7).

The Vicos project in Peru, in which a social pattern four centuries old was altered in five years or so to a modern social system. See also J. Collier and Mary Collier, An experiment in applied anthropology. Scientific American, 1957, 196, No. 1, 37-45.

Call No.

C-74 Howard, Perry H., and Joseph L. Brent. SOCIAL CHANGE, URBANIZATION, AND TYPES OF SOCIETY. *Journal of Social Issues*, 22:1 (January 1966), 73-84. (*Sociological Abstracts*, 15:2 (1967), 141)

C-75 Jackson, Jay M. THE EFFECT OF CHANGING THE LEADERSHIP OF SMALL WORK GROUPS. *Human Relations*, 1953, 6, 25-44.

C-76 Jacobs, Robert C. and others. THE PERPETUATION OF AN ARBITRARY TRADITION THROUGH SEVERAL GENERATIONS OF A LABORATORY MICROCULTURE. *Journal of Abnormal and Social Psychology*, 1961, 62, 649-658.

C-77 Kahl, Joseph A. SOME MEASUREMENTS OF ACHIEVEMENT ORIENTATION. *The American Journal of Sociology*, 70, 669-81.

Compare studies of achievement orientation and discussed components of it. (data analysis)

C-78 Kahneman, D. and E. O. Schild. TRAINING AGENTS OF SOCIAL CHANGE IN ISRAEL: DEFINITION OF OBJECTIVES AND A TRAINING APPROACH. *Human Organization*, 1966, 25, 71-77.

The training approach described in this article focuses on one of the activities of the agent of change, most important in the opinion of the authors: the preliminary analysis of the problem and the planning of the strategy to be following in achieving the desired change of behavior in the target community. The concern is with the issue of deciding *what* to do, rather than with problems of *how* to do it.

C-79 Katz, E. and others. LEADERSHIP STABILITY AND SOCIAL CHANGE: AN EXPERIMENT WITH SMALL GROUPS. *Sociometry*, 1957, 20, 36-50.

C-80 Katz, Elihu, Martin L. Levin, and Herbert Hamilton. TRADITIONS OF RESEARCH ON THE DIFFUSION OF INNOVATIONS. *American Sociological Review*, 1963, 28, 237-252.

C-81 Keniston, Kenneth. ACCOUNTING FOR CHANGE. *Comparative Studies in Society and History*, 1965, 7, 2, 117-126. (*Sociological Abstracts*, 1965, 13, 5, 584.)

C-82 Kimche, Jon. SUCCESSION AND THE LEGACY IN ISRAEL. *Journal of International Affairs*, 1964, 1, 43-53.

Call No.

C-83 Kline, Donald W. SUCCESSION AND THE ELITE IN PEKING. *Journal of International Affairs*, 1964, 1, 1-11.

C-84 Kriesberg, Louis. CAREERS, ORGANIZATION SIZE, AND SUCCESSION. *American Journal of Sociology*, 1962, 68, 355-359.

C-85 Krishna, Daya. CONSIDERATION TOWARDS A THEORY OF SOCIAL CHANGE. Bombay, India: P. C. Manaktala and Sons Private Ltd., 1965. (*Sociological Abstracts*, 1965, 13, 3-4, 409.)

C-86 Leighton, Alexander H. POVERTY AND SOCIAL CHANGE. *Scientific American*, 1965, 212 (5), 21-28.

C-87 Levenson, Bernard. BUREAUCRATIC SUCCESSION. In A. Etzioni (Ed.), *Complex Organizations: A Sociological Reader*. New York: Holt, Rinehart, and Winston, Inc., 1961.

C-88 Leventman, S. CLASS AND ETHNIC TENSIONS: MINORITY GROUP LEADERSHIP IN TRANSITION. *Sociology and Social Research*, 1966, 50, 371-376.

C-89 Lewin, Kurt. GROUP DECISION AND SOCIAL CHANGE. *Readings in Social Psychology*. New York: Holt, Rinehart, and Winston, Inc., 1947, 340-44.

C-90 Lippitt, Ronald. IMPROVING THE SOCIALIZATION PROCESS. Chapter 7 for a volume on Socialization and Society, in preparation by the SSRC Committee on Socialization and Social Structure, 1966.

"The sections of the chapter focus on the following aspects of the problem: 1) What are the typical activities of socialization agents and agencies that we would like to see influenced by the utilization of our current and future knowledge resources? 2) What are the components of the socialization system -- and agents and the agencies? 3) What are some of the policy and decision problems faced by the socialization agents? 4) What are the decision and skill problems of the agents? 5) What types of resistance to change do we find in the socialization process? 6) What are the forces supportive of change of the socialization process? 7) What are some illustrations of successful efforts to improve the socialization process? 8) What are some of the major dimensions of the technology of intervention?

Call No.

"...the vested interest clusters within the socialization community: 1) The formal education system, public and private. 2) The churches with their programs for children and youth. 3) The leisure time agencies with their recreational, cultural, and character education programs. 4) The social control and protection agencies such as the police, courts, traffic safety agents, etc. 5) The therapeutic, special correction, and resocialization services such as counselors, remedial clinics, programs for the handicapped, and therapeutic services. 6) Employment offices and work supervisors who hire the young and supervise them on their paid jobs. 7) Political leadership who have an interest in the involvement of the young in political activities such as civil rights protests... There are two additional populations of agents: 8) the sub-culture of parents. 9) the sub-culture of like age and older peers. And in addition ... there is the population of agents who control ... the mass media...."

C-91 Lippitt, Ronald. THE USE OF SOCIAL RESEARCH TO IMPROVE SOCIAL PRACTICE. American Journal of Orthopsychiatry, 1965, 35, 663-669.

Six patterns of use of scientific resources are identified and illustrated: (1) derivation of action designs from relevant research findings; (2) the adoption of experimentally tested models of practice; (3) diffusion between practitioners; (4) diagnostic team with feedback, (5) internal action-research process; (6) the training of consumers to be open to the use of science. Six differences between social science utilization and the use of physical and biological science are identified. The role of the research utilization agent is explored.

C-92 Lippitt, Ronald, Jeanne Watson, and Bruce Westley. THE DYNAMICS OF PLANNED CHANGE. New York: Harcourt, Brace and Company, 1958.

A study of principles and techniques which answer some fundamental questions about change. Attention is focused on planned change, and its basic principles are induced from a variety of the techniques used to effect change throughout a large part of the social scene. Deals with characteristics of the "client system," the change agent, internal and external relations, the phases of planned change, etc. For review see J. H. Bossard in Contemporary Psychology, 1958, 3, 228-229.

C-93 Lipset, S. M. THE PROBLEM OF SUCCESSION. Political Man.

Call No.

New York: Doubleday and Co., 1960.

C-94 Maamary, Samir M. CROSS CULTURAL COMPARISON OF CHARACTERISTICS OF ADOPTERS AND NON-ADOPTERS OF FARMER COOPERATIVES AMONG VILLAGERS. Unpub. Master's thesis. East Lansing, Michigan: Michigan State University, 1965.

C-95 Maccoby, N. and others. 'CRITICAL PERIODS' IN SEEKING AND ACCEPTING INFORMATION. Paper presented at American Psychological Association, 1959.

C-96 Madigan, Francis C. PREDICTING RECEPTIVITY TO COMMUNITY DEVELOPMENT INNOVATIONS. Current Anthropology, 1962, 3, 207-208.

C-97 Mancall, Mark. SUCCESSION AND MYTH IN TAIWAN. Journal of International Affairs, 1964, 1, 12-20.

C-98 Marrow, Alfred J. MANAGERIAL REVOLUTION IN THE STATE DEPARTMENT. Personnel, 1966 (November-December), 2-12.

"...a managerial revolution has been under way in the U. S. Department of State -- a revolution that is drawing on the experience of private enterprise and the research of behavioral scientists to make major changes...."

C-99 Marsh, C. Paul and A. Lee Coleman. GROUP INFLUENCES AND AGRICULTURAL INNOVATIONS: SOME TENTATIVE FINDINGS AND HYPOTHESES. The American Journal of Sociology, 61, 588-94.

Norms and values affect acceptance of innovations. (survey research, etc.)

C-100 Mason, Robert. "AN ORDINAL SCALE FOR MEASURING THE ADOPTION PROCESS," in Studies of Innovation and of Communication to the Public, ed. Wilbur Schramm. Stanford: Stanford University Press, Stanford University Institute for Communication Research, 1962, pp. 99-115.

Mason reviews 4 studies of adoption of an innovation and concludes that only 2 stages, (1) awareness (prior to adoption), and (2) adoption are necessary and sufficient to describe the adoption process. A process of awareness → interest → evaluation → trial → adoption, or variants of it, reviewed is hence rejected; the "extra" stages may or may not occur.

Call No.

A study of the adoption of certain farming practices, utilizing Guttman scaling, was designed to test a five-stage sequential adoption process model consisting of the stages (1) awareness, (2) interest-information, (3) evaluation, (4) trial, and (5) adoption.

Conclusions:

The necessary and sufficient condition that awareness must occur before adoption was met. In one of 4 farming practices tested, adoption occurred before awareness, but this may have resulted from an ambiguous questionnaire item.

The postulated sequence was not upheld: "It would seem that more than one adoption process is to be found, varying according to practice and the individual farmer." (p. 115.)

Information-seeking, found both before and after adoption, might best be examined via attitude formation and change, eg. Cognitive Dissonance, processes.

C-101 McCormack, Thelma H. THE MOTIVATION OF RADICALS. *The American Journal of Sociology*, 56, 17-24.

Theories of social change suffer from emphasizing the role of personality and forgetting sociological contexts. (theoretical)

C-102 Menzel, Herbert. INNOVATION, INTEGRATION, AND MARGINALITY: A SURVEY OF PHYSICIANS. *American Sociological Review*, 1960, 25, 407-413.

The maxim that innovations are welcomed most readily by marginal man is contradicted in this article by findings regarding the adoption of certain new drugs by physicians.

C-103 Menzel, Herbert and Elihu Katz. COMMENT ON CHARLES WINICK: THE DIFFUSION OF AN INNOVATION AMONG PHYSICIANS IN A LARGE CITY. *Sociometry*, 1963, 26, 125-127.

C-104 Mial. Dorothy and H. Curtis (Eds.) FORCES IN COMMUNITY DEVELOPMENT. Washington, D. C.: National Education Association, 1966.

C-105 Mills, Theodore. GROUP STRUCTURE AND THE NEWCOMER: AN EXPERIMENTAL STUDY OF GROUP EXPANSION. Olso: Olso University Press, 1955.

C-106 Moore, Wilbert E. PREDICTING DISCONTINUITIES IN SOCIAL CHANGE.

8

Call No.

American Sociological Review, 1964, 29, 3, 331-338.

For sequential and especially historical prediction the principal components are simple persistence, the continuation of orderly trends, recapitulated experience, and planning. But even in combination, these components are inadequate for predicting changes in the rate of change, changes in direction, and large-scale alterations typified by revolutions. The multiplier effects of innovations, leading to accelerated change and to thresholds of radical transformation, provide a major basis for predicting discontinuous change. Finally, the ubiquity of social tensions is a necessary but quite insufficient condition for revolution; other necessary conditions include a centralized polity, considerable urbanization, and effective internal communications. Polarization, a harbinger of revolution, results from a wide-spread relative or absolute deterioration of economic well-being or political rights, and the failure of elites to make timely concessions.

C-107 Moore, W. E. A RECONSIDERATION OF THEORIES OF SOCIAL CHANGE. *American Sociological Review*. 25: 810-818.

C-108 Moore, Wilbert E. SOCIAL CHANGE. Englewood Cliffs, N. J.: Prentice-Hall, 1965.

This study of social change in the field of sociology moves into an area that has been neglected by sociologists whose prime interest has been social organization and social behavior.

C-109 Oberg, Kalervo and Jose Arthur Rios. A COMMUNITY IMPROVEMENT PROJECT IN BRAZIL. In Benjamin D. Paul (Ed.), *Health, culture, and community*. New York: Russell Sage, 1955.

C-110 Ogburn, William F. and Abe J. Jaffe. INDEXES OF SOCIAL TRENDS. *The American Journal of Sociology*, 41, 776-82.

Changes in various economic and social fields are indexed. (data analysis)

C-111 Ogburn, William F. SOCIAL TRENDS. *The American Journal of Sociology*, 45, 756-69.

Study of social trends is study of historical evolution of institutions or organizations and prediction of future evolution. (methodological)

C-112 Ohlin, Lloyd and others. CRISIS, SUCCESSION AND ORGANIZATIONAL CHANGE. Unpublished paper.

C-113 Pareek, Udai and S. N. Chattopadhyay. ADOPTION QUOTIENT: A MEASURE OF MULTIPRACTICE ADOPTION BEHAVIOR. Journal of Applied Behavioral Science, 1966, 2, 95-108.

C-114 Pearlin, L. I. SOURCES OF RESISTANCE TO CHANGE IN A MENTAL HOSPITAL. American Journal of Sociology, 1963, 68, 325-334.

C-115 Peterson, Richard A. SIMPLEX: A MATHEMATICAL MODEL FOR THE ANALYSIS OF SOCIAL CHANGE. Sociological Quarterly, 1964, 5, 3, 264-271. (Sociological Abstracts, 1965, 13, 2, 241.)

The simplex, a mathematical model devised by L. Guttman for ordering variables re their interr's is suggested as a tool for making inferences about social change given data collected at one point in time. Culture lag theories of social change are best adapted to conceptualization re the simplex model. The assumptions necessary for applying the simplex model are elaborated. G. P. Murdock's theory of change in social organizations is shown to fit the assumptions of the simplex. Next, data taken from the study by A. W. Gouldner and R. A. Peterson (See SA A8866), measuring the variables in Murdock's theory are placed in the simplical order predicted by Murdock; residence rules, marriage rules, lineality. However, the mathematical criterion of simplex is approximated much more exactly by the following ordering: marriage rules, residence rules, lineality. The implications of this finding are briefly discussed.

C-116 Petrini, F. CHANGES IN GOALS AND VALUES. Sociologica Ruralis (Holland), 1964, 4, 3-4, 271-282. (Sociological Abstracts, 1965, 13, 5, 586.)

C-117 Pool, Ithial De Sola. THE ROLE OF COMMUNICATION IN THE PROCESS OF MODERNIZATION AND TECHNOLOGICAL CHANGE. Paper presented to the North American Conference on the Social Implications of Industrialization and Technological Change, Chicago, Illinois, 1960.

C-118 Powers, T. E. ADMINISTRATIVE BEHAVIOR AND FACTORS RELATED TO

Call No.

UPWARD MOBILITY. Unpublished doctoral dissertation, University of Chicago, 1966.

C-119 Rodner, Kim. LOGICAL FOUNDATIONS OF SOCIAL CHANGE THEORY. Sociological Social Research, 1967, 51, 3, 287-301. (Sociological Abstracts 15:6 (1967), p. 874)

C-120 Rogers, Everett M. CATEGORIZING THE ADOPTERS OF AGRICULTURAL PRACTICES. Rural Sociology, 1958, 23, 345-354.

This statement develops a classification system of five adopter categories used in agricultural practices.

C-121 Rogers, Everett M. and George M. Beal. THE IMPORTANCE OF PERSONAL INFLUENCE IN THE ADOPTION OF TECHNOLOGICAL CHANGES. Social Forces, 1958, 36 May, 329-335.

C-122 Ross, Edward A. MOOT POINTS IN SOCIOLOGY. The American Journal of Sociology, 8, 762-78
9, 105-23, 188-207, 349-72, 526-48, 781-97
10, 81-93, 189-207.

Discusses problem areas in sociology in methodology, basic concepts, and study of change.

C-123 Ross, Edward A. RATIONAL IMITATION. The American Journal of Sociology, 13, 721-28.

Change is promoted by rational imitation as concomitant of innovation. (theoretical)

C-124 Rush, Myron. THE KHRUSCHEV SUCCESSION PROBLEM. World Politics, 1962, 14, 259-282.

C-125 Rush, Myron. SUCCESSION AND INSTITUTIONS IN THE SOVIET UNION. Journal of International Affairs, 1964, 1, 67-75.

C-126 Rustow, Danwart A. SUCCESSION IN THE TWENTIETH CENTURY. Journal of International Affairs, 1964, 1, 104-113.

C-127 Ryder, Norman B. THE COHORT AS A CONCEPT IN THE STUDY OF SOCIAL CHANGE. American Sociological Review, 1965, 30, 6, 843-861.

Society persists despite the mortality of its individual members, through processes of demographic metabolism and particularly the annual infusion of birth cohorts. These may pose a threat to stability but they also provide the opportunity for societal transformation. Each birth cohort acquires coherence and continuity from the distinctive development of its constituents and from its own persistent macroanalyic features. Successive cohorts are differentiated by the changing content of formal education, by peer-group socialization, and by idiosyncratic historical experience. Young adults are prominent in war, revolution, imigration, urbanization and technological change. Since cohorts are used to achieve structural transformation and since they manifest its consequences in characteristic ways, it is proposed that research be designed to capitalize on the congruence of social change and cohort identification.

C-128 Ryder, N. B. NOTES ON THE CONCEPT OF A POPULATION. American Journal of Sociology, 1964, 69, 5, 447-463.

This paper contains a description of the basic population model and a discussion of applications of the model to some problems of common concern to demographers and sociologists. The concept of a population is advocated as a frame of reference in ivestigations of population composition and process, in the resolution of differences between macroanalysis and microanalysis, and in the design of studies of social change.

C-129 Sarason, Seymour B. TOWARD A PSYCHOLOGY OF CHANGE AND INNOVATION. American Psychologist, 1967, 22, 227-233.

Points up dangers of "small theory" by showing difficulties of working with natural systems.

C-130 Sarbin, T. R. ROLE THEORETICAL INTERPRETATION OF PSYCHOLOGICAL CHANGE. In P. Worchel and D. Byrne (Eds.), Personality Change. New York: Wiley, 1964. Pp. 176-220.

C-131 Sayles, Leonard R. THE CHANGE PROCESS IN ORGANIZATIONS: AN APPLIED ANTHROPOLOGY ANALYSIS. Human Organization, 1962, 21, (Summer), 62-67.

The study broadens the analysis of change to include the total process. This means viewing change as an intimate, integral part of the administrator's task of managing--really stabilizing--a system of human relations. Change is

Call No.

viewed as part and parcel of the normal administrative process of assessing how the system is operating, determining where significant deviations are occuring, identifying the source of the disturbances, taking administrative actions to eliminate the source of instability, and finally, where the disturbance or deviation is recurring--the introduction of "long-run" change and its implementation and control.

C-132 Sayles, William C. RECURRING REASONS FOR RESISTANCE TO CENTRALIZATION. Albany, New York: The State Education Department, Devision of Research, 1960.

This study identified 13 recurring reasons or factors in district resistance to centralization, based upon data from 81 centralization campaigns.

C-133 Schiff, Ashley. INNOVATION AND ADMINISTRATIVE DECISION-MAKING: A STUDY OF THE CONSERVATION OF LAND RESOURCES. Administrative Science Quarterly, 11:1 (June 1966), 1-30. (Sociological Abstracts, 15:1 (1967), 45)

C-134 Schramm, Wilbur (Eds.). STUDIES OF INNOVATION AND OF COMMUNICATION TO THE PUBLIC. Stanford, California: Stanford University Institute for Communication Research, 1962.

Contains these chapters:

Shannon's information theory: the spread of an idea -- Randall Dahling

Innovation of participation in a management -- Thomas W. Harrell

The social itinerary of technical change: two studies on the diffusion of innovation -- Elihu Katz

An ordinal scale for measuring the adoption process -- Robert Mason. See Mason, Robert.

Characteristics of agricultural innovators and other adopter categories -- Everett M. Rogers

The communication of ideas on innovation in agriculture -- E. A. Wilkening

A scientific convention as source of popular information -- Glynn L. Wood

Call No.

C-135 Shepard, Herbert A. CHANGING INTERPERSONAL AND INTERGROUP RELATIONSHIPS IN ORGANIZATIONS. In James G. March (Ed.), *Handbook of organizations*. Chicago, Ill.: Rand McNally and Co., 1965. Chapter 26, pp. 1115-1143.

C-136 Shepard, Herbert A. and Robert B. Blake. CHANGING BEHAVIOR THROUGH COGNITIVE CHANGE. *Human Organization*, 1962, 21 (Summer), 88-96.

A five-stage change methodology is described: (1) creating interpersonal openness and a problem-solving climate, (2) organizational diagnosis through an application laboratory, (3) flexibility in implementation and follow-up, (4) intervention in ongoing organizational activities, and (5) creative reorganization.

C-137 Sorokin, Pitirim A. and Robert K. Merton. SOCIAL TIME: A METHODOLOGICAL AND FUNCTIONAL ANALYSIS. *The American Journal of Sociology*, 42, 615-29.

Distinguishes between social and astronomical time, former being qualitatively differentiated by institutions and culture of the group. (methodological, theoretical)

C-138 Spector, Paul and others. COMMUNICATION AND MOTIVATION IN COMMUNITY DEVELOPMENT--AN EXPERIMENT. Washington, D. C.: Institute for International Services, 1963.

C-139 Spicer, Edward H. (Ed.). HUMAN PROBLEMS IN TECHNOLOGICAL CHANGE: A CASEBOOK. New York: Russell Sage Foundation, 1952.

Discusses the desirability of using social science as an aid to the introduction of technological change as it affects the sponsor innovations and the recipients. Fifteen widely different actual cases are presented in detail, each describing an effort to make a lasting change in some cultural pattern. Some were successful and some not.

C-140 Stewart, R. MANAGEMENT SUCCESSION. *The Manager*, 1955, 27, 279-582, 676-679.

C-141 Tausky, C. and R. Dubin. CAREER ANCHORAGE: MANAGERIAL MOBILITY MOTIVATIONS. *American Sociological Review*, 1965, 30, 725-735.

Call No.

C-142 Thompson, James, John T. Lanzetta, Harold J. Leavitt, Donald C. Pelz, Arthur Stinchcombe, Richard L. Meier, James Q. Wilson, and John C. Wright. THE INNOVATING ORGANIZATION. (Special supplement). Trans-action, 1965, 2 (2), 29-40.

C-143 Trow, Donald B. EXECUTIVE SUCCESSION IN SMALL COMPANIES. Administrative Science Quarterly, 1961, 6, 228-239.

C-144 Trow, Donald B. MEMBERSHIP SUCCESSION AND TEAM PERFORMANCE. Human Relations, 1960, 13, 259-269.

C-145 Tsouderos, J. E. ORGANIZATIONAL CHANGE IN TERMS OF A SERIES OF SELECTED VARIABLES. American Sociological Review. 20: 206-210.

C-146 UNESCO. THREE EXPERIMENTS IN THE SPREADING OF KNOWLEDGE ABOUT THE UNIVERSAL DECLARATION OF HUMAN RIGHTS -- CAMBRIDGE, GRENOBLE, UPPSALA. International Social Science Bulletin, 1953, 5, 583-602.

C-147 Wager, L. Wesley. CHANNELS OF INTERPERSONAL AND MASS COMMUNICATION IN AN ORGANIZATIONAL SETTING -- STUDYING THE DIFFUSION OF INFORMATION ABOUT A UNIQUE ORGANIZATIONAL CHANGE. Sociological Inquiry, 1962, 32, 88-107.

C-148 Watson, Goodwin (Ed.). CONCEPTS FOR SOCIAL CHANGE. Washington, D. C.: National Training Laboratories, NEA, for the Cooperative Project for Educational Development, 1967b.

Contents: Introductory note -- Dorothy Mial; The concept of organization development, or self-renewal, as a form of planned change -- Paul C. Buchanan; Resistance to change -- Goodwin Watson; Some notes on the dynamics of resistance to change: the defender role -- Donald Klein; Concepts for collaborative action-inquiry--Herbert A. Thelen; An exploratory study of knowledge utilization -- Ronald G. Havelock and Kenneth D. Benne; The use of social research to improve social practice -- Ronald Lippitt; Self-renewal in school systems: a strategy for planned change -- Matthew B. Miles and Dale G. Lake.

C-149 Wilkening, E. A. SOME PERSPECTIVES ON CHANGE IN RURAL SOCIETIES. Rural Sociology, 1964, 29, 1-17.

Call No.

This paper shows that certain societal processes such as specialization, integration, and adaptation provide a common framework for studying change.

C-150 Wilkening, Eugene A. ROLES OF COMMUNICATING AGENTS IN TECHNOLOGICAL CHANGE IN AGRICULTURE. Social Forces, 1956, 34, 361-366.

C-151 Whitney, Vincent H. RESISTANCE TO INNOVATION: THE CASE OF ATOMIC POWER. The American Journal of Sociology, 56, 247-54.

Predicts that, like other technological inventions, nuclear technology may meet with resistance. (theoretical)

C-152 Whyte, W. F. MANAGERIAL SUCCESSION. Men at Work. Homewood, Ill.: The Dorsey Press, 1961.

C-153 Whyte, W. F. PROBLEMS OF CHANGING SUPERVISORS. Human Relations in the Restaurant Industry. New York: McGraw-Hill, 1948.

C-154 Winick, Charles. THE DIFFUSION OF AN INNOVATION AMONG PHYSICIANS IN A LARGE CITY. Sociometry, 1961, 24, 384-396.

See also Coleman, Katz, and Menzel in Sociometry, 1957, 20, 253-270, and Menzel and Katz in Sociometry, 1963, 26, 125-127.

C-155 Wolpert, Julian. A REGIONAL SIMULATION MODEL OF INFORMATION DIFFUSION. Unpub. paper. Philadelphia, Pennsylvania: University of Pennsylvania, Department of Regional Science, 1964.

C-156 Zald, Mayer N. WHO SHALL RULE? A political analysis of succession in a large welfare organization. Pacific Sociological Review, 1965, 8, 52-60.

C-157 Zald. Mayer N. and Roberta Ash. SOCIAL MOVEMENT ORGANIZATIONS: GROWTH, DECAY AND CHANGE. Social Forces, 1966, 44, 327-340.

C-158 Ziller, Robert C. and others. ASSIMILATION OF THE KNOWLEDGEABLE

Call No.

NEWCOMER UNDER CONDITIONS OF GROUP SUCCESS AND FAILURE. Journal of Abnormal and Social Psychology, 1960, 60, 228-291.

C-159 Ziller, Robert C. and others. THE NEWCOMER IN OPEN AND CLOSED GROUPS. Journal of Applied Psychology, 1961, 45, 55-58.

C-160 Zollschan, G. E. and Walter Hirsch (Eds.) EXPLORATIONS IN SOCIAL CHANGE. Boston: Houghton-Mifflin, 1964.

(D) INNOVATION AND CHANGE IN EDUCATION

Call No.

D-1 Abbott, Max G. and John T. Lowell (Eds.). CHANGE PERSPECTIVES IN EDUCATIONAL ADMINISTRATION. Auburn, Alabama: Auburn University, 1965.

Six papers are included which were given at a seminar on the change process held at Auburn University. The seminar dealt with: (1) the identifying and defining of basic forces in American society that impinge upon the educational institution, (2) the analyzing of specific implication of these forces on the educational institution, (3) the discussing of different aspects of the change process itself. The six papers are:

American Education and Technological Change: A Search for Perspective -- James E. McClellan

Educational Implications of our Changing Occupational Structure -- Walter Buckingham

The Educational Administrator Between Private and Public Responsibility -- Meno Lovenstein

Hierarchical Impediments to Innovation in Educational Organizations -- Max G. Abbott

Education and Innovation: The Organization as Context -- Matthew B. Miles

Politico-Economic Forces and Educational Change in China -- C. T. Hu

D-2 Adler, David. AN ANALYSIS OF QUALITY IN THE ASSOCIATED PUBLIC SCHOOL SYSTEMS THROUGH A STUDY OF THE PATTERNS OF DIFFUSION OF SELECTED EDUCATIONAL PRACTICES. Unpub. doctoral dissertation. New York: Teachers College, Columbia University, 1955.

D-3 Alexander, W. M.: see R. I. Miller.

D-4 AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. The New School Science. Washington: The Association, 1963.

Call No.

D-5 Anderson, R. H.: see R. I. Miller.

D-6 ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT. *New insights and the curriculum*. Washington: The Association, 1963.

D-7 ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT. *Using current curriculum development*. Washington: The Association, 1963.

D-8 Atwood, M. S.: see M. B. Miles, INNOVATION IN EDUCATION.

D-9 Barbe, R. H.: see V. E. Blanke.

D-10 Barton, A. H.: see M. B. Miles, INNOVATION IN EDUCATION.

D-11 Benne, K. D.: see Goodwin Watson. (1967b).

D-12 Bessent, W.: see R. I. Miller.

D-13 Bhola, H. S.: see V. E. Blanke.

D-14 Blanke, Virgil E. (issue editor). PLANNING FOR EDUCATIONAL CHANGE. *Theory into practice*, 1966, 5, 1.

This issue on planning for educational change contains these articles:

The Need for Planned Change in Education -- Harbans Singh Bhola
The Study of change as a Career --
    in Cultural Anthropology -- Thomas Rhys Williams
    in Rural Sociology -- Daryl J. Hobbs
    in Research Utilization -- Charles Jung and Ronald Lippitt
    in National Development -- Donald P. Sanders
    in Education -- Sidney Eboch
The Effect of Planned Change --
    on the Classroom -- Robert B. Ribble
    on the Local School -- Paul C. Hayes
    on State Departments -- Norman D. Kurland
    on National Agencies -- Richard H. Barbe and Roy M. Hall
    on the Federal Government -- Richard A. Dershimer

Call No.

D-15 Brameld, T.: see M. B. Miles, INNOVATION IN EDUCATION.

D-16 Brandes, E.: see Bushnell, Freeman, and Richland.

D-17 Brickell, Henry M. ORGANIZING NEW YORK STATE FOR EDUCATIONAL CHANGE. Albany, New York: State Education Department, 1961.

D-18 Brickell, H. M.: see M. B. Miles, INNOVATION IN EDUCATION, also R. I. Miller, also National Association of Secondary School Principals, also Symposium.

D-19 Brickell, Henry M. TWO CHANGE STRATEGIES FOR LOCAL SCHOOL SYSTEMS. Paper prepared for the Conference on Innovation in Planning School Curricula, Warrenton, Virginia, 1965.

D-20 Broudy, H. S.: see CONFERENCE ON STRATEGIES, etc., also R. R. Leeper (1966).

D-21 Brumer, Jerome S. EDUCATION AS SOCIAL INVENTION. Journal of Social Issues, 1964, 20, 3, 21-33. (Sociological Abstracts, 1965, 13, 5, 641.)

D-22 Buchanan, P. C.: see also Goodwin Watson (1967b).

D-23 Buckingham, W.: see M. G. Abbott and J. T. Lowell.

D-24 Bushnell, Don D., Robert A. Freeman, and Malcolm Richland. PROCEEDINGS OF THE CONFERENCE ON THE IMPLEMENTATION OF EDUCATIONAL INNOVATIONS. Santa Monica, Calif.: System Development Corporation, 1964. (Mimeo.).

The SDC was awarded a U. S. Office of Education contract to conduct a traveling seminar in innovating school districts within various regions of the United States, and to conduct a post-seminar conference devoted to the problems of implementing tested innovations. An interdisciplinary team of ten SDC educators, psychologists, and sociologists conducted a program of on-site visitation for some 150 educators from state departments, colleges and universities, and public school districts.

They visited well-established centers of innovative practices

Call No.

on-going school programs in 15 school districts from four geographic regions of the country. The post-seminar conference contained these addresses as well as various reports by traveling seminar leaders:

The Engineering of Change in Education -- David L. Clark
The Change Process -- Frank Jasinski
The Economic Necessity of Educational Change -- Ely Brandes
New Designs in School Construction -- Kal Porter
The Future Use of the Computer in Education -- Don D. Bushnell

D-25 Campbell, Donald T. ADMINISTRATIVE EXPERIMENTATION, INSTITUTIONAL RECORDS, AND NONREACTIVE MEASURES. In B. J. Chandler, Evelyn F. Carlson, Frederick Bertolaet, Carl Byerly, John Lee, and Robert Sperber (Eds.). *Research seminar on teacher education*. Evanston, Ill.: Northwestern University, 1963. (Cooperative Research Project No. G-011.) Pp. 75-120.

D-26 Carlson, Richard O. ADOPTION OF EDUCATIONAL INNOVATIONS. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965.

An examination of the role of social structure as it influences the communication about and the adoption of new educational practices. The final chapter is a case study of the adoption of programmed instruction.

D-27 Carlson, Richard O. Succession and performance among school superintendents. *Administrative Science Quarterly*, 1961, 6, 210-227.

D-28 Carlson, R. O.: see also CENTER FOR ADV. STUDY OF EDUC'L ADMIN., also Conference on Strategies, etc., also M. B. Miles, INNOVATION IN EDUCATION.

D-29 Carswell, E.: see R. I. Miller.

D-30 Cass, J. M.: see M. B. Miles, INNOVATION IN EDUCATION.

D-31 Cawelti, Gordon. INNOVATIVE PRACTICES IN HIGH SCHOOLS: WHO DOES WHAT--AND WHY--AND HOW. *Nation's Schools*, April 1967.

D-32 CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

Call No.

Change processes in the public schools. Eugene, Oregon: the Center, 1965.

Papers and discussion at a special seminar on change are given in this booklet. These include:

Barriers to Change in Public Schools -- Richard O. Carlson

Planned Change and Organizational Health: Figure and Ground -- Matthew B. Miles

Directed Change in Formal Organization: The School System -- Art Gallaher, Jr.

What are Innovators like? -- Everett M. Rogers

The Place of Research in Planned Change -- Roland J. Pellegrin

Summary of group discussions and summary of seminar.

D-33 CENTER FOR COORDINATED EDUCATION. Institutionalizing change. Santa Barbara, Calif.: University of California, 1966.

D-34 CENTER FOR COORDINATED EDUCATION. Synergetics and the school: strategies for school improvement. Santa Barbara, Calif.: The Center, 1966.

D-35 Chadwick, R.: see R. I. Miller.

D-36 Chesler, M.: see J. A. Culbertson.

D-37 Childs, John W. A STUDY OF THE BELIEF SYSTEMS OF ADMINISTRATORS AND TEACHERS IN INNOVATIVE AND NON-INNOVATIVE SCHOOL DISTRICTS. Unpub. doctoral dissertation. East Lansing, Michigan: Michigan State University, 1965.

D-38 Chin, R.: see R. I. Miller, also Symposium.

D-39 Christiansen, James Edward. THE ADOPTION OF EDUCATIONAL INNOVATIONS AMONG TEACHERS OF VOCATIONAL AGRICULTURE. Unpub. doctoral dissertation. Columbus, Ohio: Ohio State University, 1965.

D-40 Clark, David L. and Egon G. Guba. INNOVATION IN SCHOOL CURRICULA. Paper prepared for a conference on Innovation in Planning

Call No.

School Curricula, sponsored by the Center for the Study of Instruction. Unpub. MS. Washington, D. C.: the Center, National Education Association, 1965.

A structure for examining change roles in education is proposed. and analysis of extent and projected change roles is made. A rationale for a systematic approach to the research-development-utilization continuum is presented.

D-41 Clark, D. L.: see also Bushnell, Freeman, and Richland.

D-42 Clee, J. E.: see M. B. Miles, INNOVATION IN EDUCATION.

D-43 Cocking, Walter. THE REGIONAL INTRODUCTION OF EDUCATIONAL PRACTICES IN URBAN SCHOOL SYSTEMS OF THE UNITED STATES. New York: Bureau of Publications, Teachers College, Columbia University, 1951. pp. 86.

Using three samples of 400 urban school systems, an investigation was made of the conditions that favor or inhibit change in the public schools. The booklet also analyzes the rate of diffusion and factors which influence them.

D-44 Colvard, R.: see M. B. Miles, INNOVATION IN EDUCATION.

D-45 CONFERENCE ON STRATEGIES FOR EDUCATIONAL CHANGE. Sponsored jointly by USOE and Ohio State University. SEC Newsletter, Ohio State University, 1965, 1 (December), 4.

Papers presented at the conference included:

Criteria for the theoretical adequacy of conceptual framework of planned educational change -- Harry S. Broudy

A criterion paper on parameters of education -- W. C. Meierhenry

Criteria for methodological adequacy for research on educational change -- William J. Gephart

Toward a new model for educational change -- Everett M. Rogers

Strategies for educational change: some needed research on the diffusion of innovations -- Richard O. Carlson

Methodological strategies for educational change -- Egon G. Guba

Call No.

Organizational strategies for planned change in education -- Jack A. Culbertson

D-46 Corey, Stephen M. HELPING OTHER PEOPLE CHANGE. Columbus, Ohio: Ohio State University Press, 1963. Pp. 89.

Drawing upon the author's extensive experience as a consultant, this book discusses ways in which educators can work in helping others bring about change.

D-47 Cortright, Richard W. AN EXAMPLE OF PRODUCING CHANGE RELATIONSHIPS IN ADULT EDUCATION. *Journal of Human Relations*, 1964, 12, 3, 346-350. (*Sociological Abstracts*, 1965, 13, 3-4, 472.)

D-48 Cremin, Lawrence A. THE TRANSFORMATION OF THE SCHOOLS. New York: Alfred A. Knoph, 1961.

D-49 Cronin, J. M.: see Nat'l Ass. Sec. Sch. Prin.

D-50 Crow, W. J.: see Symposium.

D-51 Culbertson, Jack A. (issue editor). CHANGING THE SCHOOL. *Theory into practice*, 1963, 2, 5 (December).

This special issue on educational change contains these articles:

What are innovators like? -- Everett M. Rogers

Barriers to change in educational organizations -- Donald J. Willower

Why do teachers reject change? -- Gerhard C. Eichholz

The principal's role in facilitating innovations -- Mark Chesler, Richard Schmuck, and Ronald Lippitt

The elementary-school principal and change in the school system -- Daniel E. Griffiths

D-52 Culbertson, Jack A. ORGANIZATIONAL STRATEGIES FOR PLANNED CHANGE IN EDUCATION. (Paper prepared for the conference on strategies for educational change. Columbus, Ohio: University

Call No.

Council for Educational Administration, 1965.

Four strategies for achieving long-range goals in education are outlined and related constraints, controls, and conflicts are evaluated.
Strategy 1--A national education academy designed to provide training for new and creative leadership would recruit gifted personnel for training in a broad understanding of the major traditions of society, with instruction in defining major educational and social problems, field experience, and a year's apprenticeship upon graduation in selected educational organizations which value innovative effort.

Strategy 2--An institute for the study of educational innovation would focus primarily on the creation of new concepts for advancing research and development and would be privately supported, staffed by leading scholars on one-year fellowships, and located near a major university.

Strategy 3--A plan to facilitate state and national policy development would encourage interorganizational and regional educational alliances and would seek to improve state educational legislation, especially that related to the long-range financing of education, by developing a pattern of support based upon a combination of public and private funds.

Strategy 4--The application of operations research to local school district problems would utilize teams of multidisciplinary specialists to define problems, determine their particular dimensions, and develop possible solutions through the application of such research techniques as mathematical models and program evaluation.

D-53 Culbertson, Jack A.: see also Conference on Strategies, etc.

D-54 Davis, R. H. PERSONAL AND ORGANIZATIONAL VARIABLES RELATED TO THE ADOPTION OF EDUCATIONAL INNOVATIONS IN LIBERAL ARTS COLLEGES. Chicago, University of Chicago, 1965. (Cooperative Research Project No. S-104.)

D-55 Dershimer, R. A.: see V. E. Blanke.

D-56 Dewey, John and Evelyn Dewey. SCHOOLS OF TOMORROW. New York: Dutton, 1915.

D-57 Doll, Ronald C. CURRICULUM IMPROVEMENT: DECISION-MAKING AND

Call No.

PROCESS. Boston: Allyn and Bacon, Inc., 1964.

D-58 Duncan, James A. and Burton W. Kreitlow. SELECTED CULTURAL CHARACTERISTICS AND THE ACCEPTANCE OF EDUCATIONAL PROGRAMS AND PRACTICES. Rural Sociology, 1954, 19, 349-357.

D-59 Eboch, S.: see V. E. Blanke.

D-60 Edling, J. V.: see Symposium.

D-61 Edson, A. R.: see R. I. Miller

D-62 Eibler, Herbert John. A COMPARISON OF THE RELATIONSHIPS BETWEEN CERTAIN ASPECTS OR CHARACTERISTICS OF THE STRUCTURE OF HIGH SCHOOL FACULTY AND THE AMOUNT OF CURRICULUM INNOVATION. Unpub. doctoral dissertation. Ann Arbor, Michigan: The University of Michigan, 1965.

D-63 Eichholz, C.: see J. A. Culbertson, also M. B. Miles, INNOVATION IN EDUCATION.

D-64 Eichholz, Gerhard C. WHY DO TEACHERS REJECT CHANGE? Theory Into Practice, 1963, 2, 5, 264-268. (Sociological Abstracts, 1965, 13, 2, 290.)

A theory about the process of rejection, comparable to that of acceptance is presented. Five stages are noted: (1) awareness, (2) disinterest, (3) denial, (4) trial, and (5) rejection. Forty-five teachers (known to be "rejectors") from five schools were interviewed regarding their attitudes to audio-visual media. "The five different forms of rejection-ignorance, suspended judgment, situational, personal, and exp'al--are the series of reasons, developed on a continuum, for teacher rejection of an innovation." Ways in which the administrator might cope with each to promote greater and more rapid acceptance of change are presented. The rejector must be viewed as the complement of the acceptor. Rejection is normal and when controlled is a barometer for measuring progress and change.

D-65 Eliot, T. H.: see M. B. Miles, INNOVATION IN EDUCATION.

D-66 Evans, Richard I. and Peter K. Leppmann. THE UNIVERSITY FACULTY

AND INNOVATION--THEORY, A RESEARCH CASE HISTORY (TELEVISION), IMPLICATIONS. *A social psychological analysis in depth.* Houston, Texas: Houston Research Institute, Inc., Houston University, 1965.

Characteristics associated with innovations in higher education were presented. A case study was conducted at an academic community to determine faculty response to instructional television (ITV). An assessment was made of (1) the degree of sympathy and antipathy expressed toward the innovation, (2) the "general belief system" and "personality organization" of faculty members, and (3) attitudes towards change. Preliminary data were also obtained from nine other universities on other innovations to determine the degree to which the results obtained from the case study could be generalized. Topics discussed in the report included (1) review of innovation theories, (2) the research case history, (3) general attitudes of the faculty, (4) specific attitudes toward ITV, (5) the pro-and anti-ITV professor, (6) study of attitude change, and (7) generalizability of results. Indications were made of the role of the study in stimulating further research into the nature of change processes in the academic community.

D-67 Fischer, J. D.: see M. B. Miles, INNOVATION IN EDUCATION.

D-68 Fleming, W. G. RATIONAL STRATEGIES FOR EDUCATIONAL CHANGE. Paper prepared for the international conference on Emerging Strategies and Structures for Educational Change. Unpub. MS. Toronto, Ontario, Canada, June 1966.

Moving from a historical perspective on attitudes toward change, Dr. Fleming discusses the need for rational change in the schools, some basic terminology used to characterize social change, the need for study of the process of change, and various models for change.

D-69 Flesche, D. C.: see M. B. Miles, INNOVATION IN EDUCATION.

D-70 Forsdale, L.: see M. B. Miles, INNOVATION IN EDUCATION.

D-71 Fox, R. S.: see M. B. Miles, INNOVATION IN EDUCATION.

D-72 Gallaher, A., Jr.: see CENTER FOR ADV. STUDY OF EDUC'L ADMIN., also Symposium.

Call No.

D-73 Gephart, W. J.: see CONFERENCE ON STRATEGIES, etc.

D-74 Gibboney, R. A.: see R. I. Miller.

D-75 Goldhammer, Keith. ISSUES AND STRATEGIES IN THE PUBLIC ACCEPTANCE OF EDUCATIONAL CHANGE. Eugene, Oregon: University of Oregon, 1967.

Organizational change studies and factors affecting educational change were discussed. A review of some studies indicated that organizational change is usually seen as acceptance of change by participants within an organization. Five categories of factors affecting the public acceptance of educational change were discussed. Available research from fields other than education suggested that the factors discussed were (1) the public's image on the advocate of change, (2) the public's image of the organization and the ends which it serves, (3) the public's view of the proposed changes, (4) the congruence of the proposed change with generally accepted values and recognized social needs, and (5) situational factors which facilitate or impede the acceptance of change. Conclusions indicated that innovations in education were not always well received by the public. A deciding factor that the change agency needed to recognize was that he was dealing with political problems.

D-76 Goldhammer, Keith. ISSUES AND STRATEGIES IN THE PUBLIC ACCEPTANCE OF EDUCATIONAL CHANGE. Paper presented to the Conference on Educational Issues in a Changing World at Maui, Hawaii. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1965. Pp. 20.

A discussion of the influence of school organization upon the demand for change and of factors which affect the public acceptance of educational change.

D-77 Goldhammer, Keith and Frank Farner. THE JACKSON COUNTY STORY. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1964.

D-78 Goldstein, L. S.: see M. B. Miles, INNOVATION IN EDUCATION.

D-79 Goodlad, John I. (Ed.). CHANGING AMERICAN SCHOOLS. Chicago: University of Chicago Press, 1966.

Call No.

D-80 Goodlad, J. I.: see also R. R. Leeper (1966).

D-81 Gordon, Gerald and Sue Marquis. FREEDOM, VISIBILITY OF CONSEQUENCES, AND SCIENTIFIC INNOVATION. American Journal of Sociology. 1966, 72, 2 (September) 195-202.

Wolfle, among others, has reasoned that the free academic environment is conducive to scientific innovation, while Ben-David and Gilfillan reason that the academically marginal settings provide greater impetus for innovation. Experts' evaluations of the innovativeness of 245 projects indicated that research conducted in academic social-science departments clearly was less innovative than similar research in marginal institutions. The question remains: How and in what manner do academically marginal settings stimulate innovation? It is hypothesized that the ease with which the consequences of research can be assessed in the marginal institutions accounts for the greater innovation found in the marginal setting. The hypothesis is also advanced that the effect of freedom is reduced when the consequences of research are not visible. These hypotheses were tested by an intra-organizational comparison of visibility of consequences and the extent of administrative influence on research activities. Three times more projects in ideal condition than non-ideal condition were evaluated as highly innovative. (Authors' abstract)

D-82 Gotkin, L. G.: see M. B. Miles, INNOVATION IN EDUCATION.

D-83 Griffiths, Daniel E. THE ELEMENTARY-SCHOOL PRINCIPAL AND CHANGE IN THE SCHOOL SYSTEM. Theory Into Practice, 1963, 2, 5, 278-284. (Sociological Abstracts, 1965, 13, 2, 290.)

To study the administrative performance of elementary school principals, a simulated administrative situation was devised involving 232 principals each, advised to handle the problems as he would if he were actually functioning as principal. The work of the principals was scored by: (1) the content of the performance, and (2) the style. One of the content scores was examined to determine the extent to which the score introduced or considered introducing change. The scores were read with the characteristics of the principals. The study showed that the elementary school principal seldom initiates changes in the school system. Changes come from the top. The principal administers the changes made by the policy makers.

Call No.

D-84 Griffiths, D. E.: see J. A. Culbertson, also M. B. Miles, INNOVATION IN EDUCATION.

D-85 Guba, Egon G. and David L. Clark. AN EXAMINIATION OF POTENTIAL CHANGE ROLES IN EDUCATION. Paper prepared for the Conference on Innovation in Planning School Curricula. Warrenton, Virginia, 1965.

D-86 Guba, Egon G. METHODOLOGICAL STRATEGIES FOR EDUCATIONAL CHANGE. Paper presented at the Conference on Strategies for Educational Change, U. S. Office of Education, Washington, D. C., 1965.

D-87 Guba, Egon G. and Shirley Lipson (Eds.). THEORY INTO PRACTICE. Columbus, Ohio: Bureau of Educational Research and Service, The Ohio State University, 1963.

D-88 Guba, E. G.: see also CONFERENCE ON STRATEGIES, etc.

D-89 Gusfield, Joseph and David Riesman. FACULTY CULTURE AND ACADEMIC CAREERS: SOME SOURCES OF INNOVATION IN HIGHER EDUCATION. Sociological Education, 1964, 37, 4, 281-305. (Sociological Abstracts, 1965, 13, 2, 291.)

In 1959, two new colleges were formed as parts of state university systems. They were self-conscious efforts to bring an elite college culture to students who were average in college aptitudes and generally from social levels entering higher education in this generation. The faculty recruited to these colleges displayed two differing career perspectives which governed their recruitment and their orientation to the new college. Pioneer settlers saw their action as a stage in a professional career, acceptable to a reference group of graduate school and specialized discipline. They justified their recruitment by the career benefits conferred by being in a new college rather than an established institution. Pioneer adventurers were more likely to see their jobs in a perspective of immediate gratifications and stressed innovative aspects of the colleges more than did settlers. Settlers were more frequent in one college than in the other, where adventurers were predominant. The adventurers were more likely to be marginal to the professional academic career than were the settlers. The campus cultures of the two colleges reflected these differences in career types recruited.

Call No.

D-90 Haber, Ralph Norman. THE SPREAD OF AN INNOVATION -- HIGH SCHOOL LANGUAGE LABORATORIES. Journal of Experimental Education, 1963, 31, 359-369.

D-91 Halbower, Charles C. RESEARCH ON THE CHARACTERISTICS OF SELECTED SCHOOL SYSTEMS AS THEY RELATE TO THE NEEDS FOR APPRAISAL, ACCEPTANCE, AND USE OF INNOVATIONS. Boston, Mass.: Little, Inc., 1965.

The social, political, and economic characteristics of the U. S. Public Education System (Grades K-12) will be studied to identify system elements which most readily influence objective appraisal, acceptance, and implementation of educational innovations. Four specific innovations (non-graded classes, programmed instruction, modern mathematics, and pupil personnel services) will be studied in the attempt to analyze acceptance-implementation processes. Consultants will assist in the development of a working model. A sample of approximately 27 public school systems with varying dimensions will be examined. Trends of acceptance, patterns of school behavior, and processes of decision-making will be identified and analyzed. Findings will necessarily be general but should be useful to agencies interested in developing strategies to more effectively move innovations into educational systems.

D-92 Hall, R. M.: see V. E. Blanke.

D-93 Havelock, R. G.: see also Goodwin Watson (1967b).

D-94 Hayes, P. C.: see V. E. Blanke.

D-95 Heathers, G.: see R. I. Miller

D-96 Heinrich, June Sark. HOW TO BRING ABOUT CHANGE IN A SCHOOL SYSTEM. (Teacher Education Extension Service, Unit Eight). Chicago: Science Research Associates, Inc., May, 1966.

A unit designed for in-service teacher education programs, PTAs, and others interested in change. The booklet discusses: the need and the problem, how to encourage and plan change, case studies, and hope for the future.

D-97 Helmer, Olaf. THE USE OF THE DELPHI TECHNIQUE IN PROBLEMS OF

Call No.

EDUCATIONAL INNOVATIONS. Santa Monica, Calif.: Rand Corp., 1966.

It was pointed out that the primary purpose of the pilot studies reported here was to explore the potentialities of applying Delphi and simulation techniques to such problems as educational planning. Although the author believes that the compilation of a large number of ideas for possible educational innovations has served a useful purpose, not too much weight should be given to substantive findings resulting from these pilot studies. Methodologically the endeavor was found very promising by the participants, who feel encouraged to apply the techniques used to similar problems in a more comprehensive manner in the future.

D-98 Herrick, Virgil E. STRATEGIES OF CURRICULUM DEVELOPMENT. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.

D-99 Hirsch, Werner Z. (Ed.). INVENTING EDUCATION FOR THE FUTURE. San Francisco: Chandler Publishing Co., 1967. (Distributed by SRA, Chicago).

A compilation of papers from mathematics, engineering, psychology, and education. Using a systems approach, participants examined present and future environments of the educational enterprise and sought ways to evaluate innovations in education to yield a basis for selection.

D-100 Hobbs, D. J.: see V. E. Blanke.

D-101 Hollister, W. G.: see R. R. Leeper (1966).

D-102 Howard, Eugene R. HOW TO BE SERIOUS ABOUT INNOVATING. Nation's Schools, April 1967.

D-103 Hu, C. T.: see M. G. Abbott and J. T. Lowell.

D-104 Hunt, D. W.: see Nat'l Ass. Sec. Sch. Prin.

D-105 INNOVATION AND EXPERIMENT IN EDUCATION. A progress Report of the Panel on Educational Research and Development. Washington: U. S. Government Printing Office, 1964.

D-106 INNOVATION IN PLANNING SCHOOL CURRICULA--APPENDICES. Washington,

Call No.

D.C.: National Education Association, 1964.

Listed and presented in full text are 13 appendixes to Ed D10 314. Topics of the appendixes are (1) a selected bibliography--curriculum theory and the dynamics of planned change, (2) instructional models, (3) conference papers, (4) a list of seminar participants, (5) studies in the rational planning of curriculum and instruction--a design for research, (6) roster map of consultant teams, (7) profiles of school systems, (8) a sample of required research activities, (9) CSI (Center for the Study of Instruction) annual report, (10) a consultant team network, (11) an outline of projected publication, (12) letter to interested schools about the CSI project, and (13) news release.

D-107 Jasinski, F.: see Bushnell, Freeman, and Richland.

D-108 Jennings, F. C.: see M. B. Miles, INNOVATION IN EDUCATION.

D-109 Johnson, D. W.: see M. B. Miles, INNOVATION IN EDUCATION.

D-110 Jones, C. V. DEVELOPING COMMUNITY UNDERSTANDING FOR EDUCATIONAL INNOVATION. American School Board Journal, 1964, 149:29.

D-111 Jung, C.: see also V. E. Blanke.

D-112 Kendall, P.: see M. B. Miles, INNOVATION IN EDUCATION.

D-113 KENTUCKY STATE DEPARTMENT OF EDUCATION. Educational change in Kentucky public schools. Frankfort, Kentucky: the Department, 1964.

A report of new and experimental programs in Kentucky schools -- including innovations, newer instructional media, administrative practices, new and experimental programs, and selected program abstracts.

D-114 Kiger, J. C.: see M. B. Miles, INNOVATION IN EDUCATION.

D-115 Kimbrough, Ralph B. COMMUNITY POWER STRUCTURE AND CURRICULUM CHANGE. In Strategy for curriculum change. Washington, D. C.: Association for Supervision of Curriculum Development, 1965. Pp. 55-71.

Call No.

Moving from a discussion of the nature of power in local school districts, Dr. Kimbrough describes a study of the power structures in three Florida school districts.

D-116 Kimbrough, R. B.: see also R. R. Leeper (1965).

D-117 Kirkendall, Richard S. A DISCRIMINATE ANALYSIS OF SOCIAL AND POLITICAL INDICATORS OF CHANGING POLITICAL STRUCTURES OF SCHOOL BOARDS. Unpublished Doctoral Dissertation, Claremont Graduate School, Claremont, California, 1966.

D-118 Klausmeier, Herbert J., William L. Goodwin, John Frasch, and Max R. Goodson. PROJECT MODELS: MAXIMIZING OPPORTUNITIES FOR DEVELOPMENT AND EXPERIMENTATION IN LEARNING IN THE SCHOOLS. Occasional paper No. 3. Madison, Wisconsin: Research and Development Center for Learning and Re-Education, University of Wisconsin, 1966.

D-119 Klein, D.: see Goodwin Watson (1967b).

D-120 Kurland, N. D.: see also V. E. Blanke.

D-121 Lake, D. G.: see Goodwin Watson (1967b,c).

D-122 Leeper, Robert R. (Ed.). CURRICULUM CHANGE: DIRECTION AND PROCESS. Washington, D. C.: Association for Supervision and Curriculum Development, 1966.

This booklet contains the following major addresses at the 1966 ASCD Conference, which focused upon educational change:

Direction and redirection for curriculum change -- John I. Goodlad

Needed: a unifying theory of education -- Harry S. Broudy

Preparing the minds of the future: enhancing ego processes through curriculum development -- William G. Hollister

Processes of curriculum change -- Ronald Lippitt

D-123 Leeper, Robert R. (Ed.). STRATEGY FOR CURRICULUM CHANGE. Washington, C. C.: Association for Supervision and

Call No.

Curriculum Development, 1965.

This booklet contains the papers and principal remarks given at the first ADCD seminar on Strategy for Curriculum Change; namely:

Contrasts in strategies of change -- Kimball Wiles

Roles and processes in curriculum development and change -- Ronald Lippitt

Diffusion and innovations in agricultural research and in schools -- Herbert F. Lionberger

Community power structure and curriculum change -- Ralph B. Kimbrough

Proposals of strategies: a summary -- Kimball Wiles

D-124 Leonard, George. HOW TO HANDLE DYNAMITE. Look, 1961, 25, No. 20 (September 26), 37-38.

D-125 Lionberger, H. F.: see also R. R. Leeper (1965), also Symposium.

D-126 Lippitt, R.: see also V. E. Blanke, also J. A. Culbertson, also M. B. Miles, INNOVATION IN EDUCATION, also R. I. Miller, also R. R. Leeper (1965), also R. R. Leeper (1966), also Goodwin Watson (1967b).

D-127 Lovenstein, M.: see M. G. Abbott and J. T. Lowell.

D-128 Mackenzie, G. N.: see M. B. Miles, INNOVATION IN EDUCATION.

D-129 Marsh, P. E.: see M. B. Miles, INNOVATION IN EDUCATION.

D-130 Masters, N. A.: see M. B. Miles, INNOVATION IN EDUCATION.

D-131 Mayer, M.: see M. B. Miles, INNOVATION IN EDUCATION.

D-132 McCarty, D. J. SUCCESS IN EFFECTING INNOVATIONS. New York State Education, 1960, 48: 12-13.

Call No.

D-133 McClellan, J. E.: see M. G. Abbott and J. T. Lowell.

D-134 Meade, Edward J., Jr. WHAT MECHANISMS FOR INNOVATION MUST THE SCHOOLS HAVE? Paper presented for the Governor's Conference on Education, State of New Jersey. New Brunswick, New Jersey: April 2, 1966.

The structure of change is developed in the following manner: substance for change, the process of change, and the comprehensive nature of change. Mechanisms for change are structured in this manner: pilot project, cadre approach, experimental subsystem, facilities approach, and the school-college cooperative approach.

D-135 Meadows, P.: see Symposium.

D-136 Meierhenry, W. C. (Ed.). MEDIA AND EDUCATIONAL INNOVATION. Lincoln, Nebraska: The University of Nebraska, 1964.

D-137 Meierhenry, W. C.: see also CONFERENCE ON STRATEGIES, etc.

D-138 Mial, D.: see also Goodwin Watson (1967b).

D-139 Miles, Matthew B. CHANGES DURING AND FOLLOWING LABORATORY TRAINING: A CLINICAL-EXPERIMENTAL STUDY. Journal of Applied Behavioral Science, 1965, 1, 215-242.

The difficulties in studying any treatment process are legion: vagueness in outcomes; imprecisely described processes; absent or noncomparable control groups; measures which sensitize the subjects; small numbers of (usually self-selected) subjects; and failure to specify a clear theoretical basis for predictions made.

This study demonstrates some solutions to these problems. A population of 34 elementary school principals was studied intensively before, during, and after a two-week training laboratory, as were two carefully selected control groups. The underlying theory attempted to specify the contributions of personality variables, organizational press, and involvement in training processes during the laboratory to the explanation of obtained on-the-job change.

In general, valid experimental-control differences were

Call No.

found. Changes as a result of the training seem primarily associated with active, "unfrozen" participation at the laboratory, and with reception of feedback. Personality factors, such as ego strength, flexibility, and need affiliation, do not affect learner change directly, though they do condition participation during the laboratory. Finally, organizational factors, such as security, autonomy, power, and problem solving adequacy, serve to mediate the use of laboratory-caused learnings to some degree. These generalizations were supported by correlational analysis and by case studies of individual learners. (Author abstract.)

D-140 Miles, Matthew B. (Ed.). INNOVATION IN EDUCATION. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

This compilation contains three chapters.

Educational innovation: the nature of the problem -- Matthew B. Miles

Part I - Case Studies

Small-scale administrative change: resistance to the introduction of a high school guidance program -- M. S. Atwood

Collaboration in teaching and learning: an experimental course for engineering students -- Jan E. Clee and James B. Reswick

Utopia and rebellion: the new college experiment -- Goodwin Watson

The colleges and the "Arkansas Purchase" controversy -- Richard Colvard

Title III and the dynamics of educational change in California schools -- Donald W. Johnson

The Illinois school problems commission: an innovation in decision-making at the state level -- Donald C. Flesche, Nicolas A. Masters, and Thomas H. Eliot

8mm motion pictures in education: incipient innovation -- Louis Forsdale

Programmed instruction in the schools: innovation and innovator -- Lassar G. Gotkin and Leo S. Goldstein

Call No.

Wellsprings of strategy: considerations affecting innovations by the PSSC -- Paul E. Marsh

Part II - Research and Theory

The innovation of classroom mental health practices -- Robert S. Fox and Ronald Lippitt

Resistance to the adoption of audio-visual aids by elementary school teachers: contrasts and similarities to agricultural innovation -- Gerhard Eichholz and Everett M. Rogers

Studies in educational innovation from the Institute of Administrative Research: an overview -- Paul R. Mort

School superintendents and the adoption of modern math: a social structure profile -- Richard O. Carlson

Evaluating an experimental program in medical education -- Patricia Kendall

Research and practice in the teaching of reading: a progress report -- Allen H. Barton and David E. Wilder

Curricular change: participants, power, and processes -- Gordon H. Mackenzie

Administrative theory and change in organizations -- Daniel E. Griffiths

On temporary systems -- Matthew B. Miles

Part III - The American Educational System

State organization for educational change: a case study and a proposal -- Henry M. Brickell

Foundation support of educational innovation by learned societies, councils, and institutes -- Joseph C. Kiger

Mass Media, mass mind, and make-shift: comments on educational innovation and public weal -- Frank C. Jennings

Structural features of American education as basic factors in innovation -- Sloan R. Wayland

Changes in American education in the next decade: some predictions -- James M. Cass, Benjamin C. Willis, John D. Fischer, Martin Meyer, and Theodore Brameld

Innovation in education: some generalizations -- Matthew B. Miles

Call No.

D-141 Miles, Matthew B.: see also M. G. Abbott and J. T. Lowell, also CENTER FOR ADV. STUDY OF EDUC'L ADMIN., also Research Util. Committee, also Symposium, also Goodwin Watson (1967b).

D-142 Miller, Richard I. (Ed.). PERSPECTIVES ON EDUCATIONAL CHANGE. New York: Appleton-Century-Crofts, 1966.

This volume contains the following chapters:

An overview of educational change -- Richard I. Miller

Influencing change at the elementary level -- Glen Heathers

Influencing change at the secondary level -- J. Lloyd Trump

The local school system and change -- Henry M. Brickell

The effects of outside funds on school districts -- Wailand Bessent and Hollis A. Moore, Jr.

The state department of education and the process of change -- Richard A. Gibboney

The process of change in educational television -- Harold E. Wigren

Summer elementary school for underachievers -- Ann R. Edson and Jack W. Pattyson

Introducing new mathematics in Northside elementary school -- Ruth W. Radcliffe

How Lulu Walker school came about -- Evelyn Carswell

Garden Springs elementary school: a case study of educational innovation -- Raymond A. Wilkie

The school reorganization project in Newton, Massachusetts -- Ruth Chadwick and Robert H. Anderson

The teacher as innovator, seeker and sharer of new practices -- Ronald Lippitt and colleagues

Some ideas on changing -- Robert Chin

The acceleration of curriculum change -- William M. Alexander

Some observations and suggestions -- Richard I. Miller

D-143 Moore, H. A., Jr.: see R. I. Miller.

Call No.

D-144 Mort, P. R.: see M. B. Miles, INNOVATION IN EDUCATION.

D-145 NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. Changing secondary schools. The Bulletin, 1963, 47, 283.

This issue is devoted to the nature of change, with some examples. Articles on the nature of change are:

The premise of change -- Douglas W. Hunt

The anatomy of change -- B. Othanel Smith

Rx ingredients of change -- J. Lloyd Trump

Dynamics of change -- Henry M. Brickell

The principal's role in change -- Joseph M. Cronin

D-146 NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The changing American schools. Sixty-fifth Yearbook of the Society, Part II. Chicago: University of Chicago Press, 1966.

D-147 Nyquist, Ewald B. EMERGING STRATEGIES AND STRUCTURE FOR EDUCATIONAL CHANGE. Paper presented at the Toronto, Ontario conference sponsored by the Ontario Institute for Studies in Education. Unpub. MS. Albany, New York: The State Education Department, Deputy Commissioner of Education, 1966.

The theme of this speech follows the purpose of the conference which was to "stimulate Canadian thinking on the need for a total strategy for educational change, and the need to create special structures to implement this strategy." It reviews a number of structures and strategies that are influencing practice in New York State.

D-148 Ofiesh, G. D.: see Symposium.

D-149 ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. Emerging strategies and structures for educational change. Proceedings of the Anniversary Invitational Conference, June 12-15, 1966. Toronto, Ontario: Ontario Institute for Studies in Education, 1966.

D-150 PANEL ON EDUCATIONAL RESEARCH AND DEVELOPMENT, THE PRESIDENT'S SCIENCE ADVISORY COMMITTEE. Innovation and experiment in education. Washington, D. C.: superintendent of Documents,

Call No.

U. S. Government Printing Office, 1964.

The Panel is under the auspices of the President's Science Advisory Committee--a group of scientists and engineers that constitutes an independent source of technical advice to the President. The Panel became interested in how experiment and innovation could play a more prominent role in education. This report focuses upon these dimensions.

D-151 Pattyson, J. W.: see R. I. Miller.

D-152 Pellegrin, Roland J. AN ANALYSIS OF SOURCES AND PROCESSES OF INNOVATION IN EDUCATION. Eugene, Oregon: University of Oregon, 1967.

A discussion was presented on existing and potential sources of educational innovation, the conditions under which innovation occurs, and the changes which must be made to tie together knowledge and practice. Certain problems of distinction and definition were noted. Current sources of educational innovation discussed included (1) classroom teachers, (2) school administrators, (3) school boards, (4) the lay public, (5) state departments of education, (6) education faculties of colleges and universities, (7) professional associations, (8) the U. S. Office of Education and other federal agencies, (9) textbook publishers, and (10) scientists, technical specialists, and other experts. Conditions fostering and discouraging innovation were presented by generalizations from the study of change at societal levels. The prevailing conditions in educational settings and ideas for translating knowledge into practice were also discussed.

D-153 Pellegrin, R. J.: see also CENTER FOR ADV. STUDY OF EDUC'L ADMIN.

D-154 Pierce, Jack. INNOVATION AND ACCEPTANCE. The University of Oregon, Unpublished Ph.D. Thesis, 1966.

D-155 Pierce, T. M.: see Symposium.

D-156 Porter, K.: see Bushnell, Freeman, and Richland.

D-157 Queeley, Mary and David Street. INNOVATION IN PUBLIC EDUCATION -- the impact of the 'continuous development' approach.

Call No.

Chicago, Ill.: University of Chicago, Center for Social Organization Studies, 1965. Working paper.

D-158 Radcliffe, R. W.: see R. I. Miller.

D-159 Reswick, J. B.: see M. B. Miles, INNOVATION IN EDUCATION.

D-160 Reynolds, James A. INNOVATIONS RELATED TO ADMINISTRATIVE TENURE, SUCCESSION, AND ORIENTATION: A STUDY OF THE ADOPTION OF NEW PRACTICES BY SCHOOL SYSTEMS. Unpublished doctoral dissertation, Washington University, 1965.

D-161 Ribble, R. B.: see V. E. Blanke.

D-162 Richland, Malcolm. FINAL REPORT: TRAVELING SEMINAR AND CONFERENCE FOR THE IMPLEMENTATION OF EDUCATIONAL INNOVATIONS. Santa Monica, Calif.: Systems Development Corporation, 1965.

The preliminary report (by Dr. Bushnell) describes the traveling seminar; this report is a summary of the overall effort. The report concludes that the traveling seminar and follow-up conference concept is a highly effective dissemination method for stimulating and facilitating educational innovation.

D-163 Ringer, Wayne B. ADULT EDUCATION ORGANIZATIONS RELATIVE TO PROGRAM DEVELOPMENT AFFECTING INNOVATIVE PROCEDURES AND FLEXIBILITY TO CHANGE. Chicago, Illinois, 1967.

This study will investigate the relationship between the administrative style in an adult education organization and its innovativeness in program development. A model of bureaucracy employing five characteristics will be used to measure administrative style. Administrative style according to theoreticians on bureaucracy is dimensional, hence its interpretation as perceived by organizational personnel may be measured and ranked on a continuum between the extreme of rigidity and flexibility. An instrument is to be prepared by the investigator and submitted to a panel of judges who are qualified to rank the 50 state cooperative extension service organizations on their innovativeness in program development. Another instrument, designed by the investigator and appropriately tested for validity and reliability, will be used to measure administrative style as perceived by a random sample of personnel of the same organizations.

Call No.

The data on administrative style are to be statistically analyzed to determine if there are significant differences and relationships between the perceptions of administrative style in the organizations identified as high and in those identified as low on program innovativeness.

D-164 Rogers, E. M.: see also CENTER FOR ADV. STUDY OF EDUC'L ADMIN., also Conference on Strategies, etc., also J. A. Culbertson, also M. B. Miles, INNOVATION IN EDUCATION.

D-165 Rogers, Everett M. TOWARD A NEW MODEL FOR EDUCATIONAL CHANGE. Paper prepared for the conference on Strategies for Educational Change, sponsored by the Ohio State University. Unpub. MS. East Lansing, Michigan: Department of Communications, Michigan State University, 1965.

This paper points out the increasing rate of change in the United States' educational system and emphasizes the consequences of innovation on instructional quality within school as well as between school diffusion in new ideas.

D-166 Ross, Donald H. ADMINISTRATION FOR ADAPTABILITY -- A SOURCE BOOK DRAWING TOGETHER THE RESULTS OF MORE THAN 150 INDIVIDUAL STUDIES RELATED TO THE QUESTION OF WHY AND HOW SCHOOLS IMPROVE. New York: Metropolitan School Study Council, Teachers College, Columbia University, 1958.

A source book drawing together the results of more than 150 individual studies related to the question of why and how schools improve.

D-167 Sand, Ole and Richard I. Miller. CURRICULAR INNOVATIONS. The Bulletin of the National Association of Secondary-School Principals, 1963, 47, 120-123.

D-168 Sanders, D. P.: see V. E. Blanke.

D-169 Schmuck, R.: see J. A. Culbertson.

D-170 Schafer, Eldon G. A CHANGE OF POWER STRUCTURE REFLECTED ON BOARD COMPOSITION AND SUPERINTENDENT SELECTION. Unpublished doctoral dissertation, Claremont Graduate Schools, Claremont, California, 1966.

D-171 Sizer, Theodore R. CLASSROOM REVOLUTION: REFORM MOVEMENT OR

Call No.

PANACEA?. Saturday Review, 1965, 5, 52-53.

D-172 Smith, B. O.: see also Nat'l Assoc. Sec. Sch. Princ.

D-173 Snyder, Eldon E. THE DIFFERENTIAL EFFECTS OF INNOVATION ON THE STUDENT SOCIAL STRUCTURE OF A HIGH SCHOOL. Sociological Quarterly, 1967, 8, 1, 103-110. (Sociological Abstracts 15:6 (1967), P. 927).

D-174 SYMPOSIUM ON IDENTIFYING TECHNIQUES AND PRINCIPLES FOR GAINING ACCEPTANCE OF RESEARCH RESULTS OF USE OF NEWER MEDIA IN EUCATION. Media and educational innovation. Lincoln, Nebraska: Teachers College, University of Nebraska, 1964. (Mimeo).

The following papers are included in this report:

Models and ideas about changing -- Robert Chin

The role of the advocate and directed change -- Art Gallaher, Jr.

Novelty and acceptors: a sociological consideration of the acceptance of change -- Paul Meadows

Characteristics of leaders who are able to promote change -- Wayman J. Crow

The diffusion research tradition in rural sociology and its relation to implemented change in public school systems -- Herbert F. Lionberger

Innovations in the air force -- Colonel Gabriel D. Ofiesh

Educational Change and the role of the media -- Truman M. Pierce

Educational innovation: some generalizations -- Matthew B. Miles

State organization for educational means -- Henry M. Brickell

Role of newer media in planned change -- Jack V. Edling

D-175 Trachtman, Gilbert M. THE EVILS OF EDUCATIONAL CHANGE. Paper presented at the Joint Conference of Council of School Superintendents and New York State Association of School District Administrators. Unpub. MS. New York: New York University, September, 1964.

D-176 Trow, Martin. THE SECOND TRANSFORMATION OF AMERICAN SECONDARY

Call No.

EDUCATION. *International Journal of Comparative Sociology*, 1961, 2 (September), 144-166.

D-177 Trump, J. L.: see also R. I. Miller, also Nat'l Assoc. Sec. Sch. Prin.

D-178 Trump, J. Lloyd and Dorsey Baynham. FOCUS ON CHANGE: GUIDE TO BETTER SCHOOLS. Chicago, Ill.: Rand McNally and Company, 1961.

Written as a report for the Commission on the Experimental Study of the Utilization of the Staff in Secondary School, Dr. Trump's report focuses upon types of changes needed in secondary education and upon how to organize to make these changes.

D-179 USOE. PACESETTERS IN INNOVATION: DESCRIPTION OF FIRST PROJECTS APPROVED TITLE III, ELEMENTARY AND SECONDARY ACT OF 1965, SUPPLEMENTARY CENTERS AND SERVICE PROGRAM, Vol. 1, 1966 (February).

D-180 Walden, John. SCHOOL BOARD CHANGES AND INVOLUNTARY SUPERINTENDENT TURNOVER. Unpublished doctoral dissertation, Claremont Graduate School, Claremont, California, 1966.

D-181 Watson, Good (Ed.). CHANGE IN SCHOOL SYSTEMS. Washington, D. C.: National Training Laboratories, NEA, for the Cooperative Project for Educational Development, 1967a.

D-182 Watson, G.: see also M. B. Miles, INNOVATION IN EDUCATION.

D-183 Watson, Goodwin and Dale G. Lake. SELF RENEWAL IN SCHOOLS: SOME CONCEPTS AND AN EXAMPLE. Paper read at the 44th Annual Meeting of the American Orthopsychiatric Association, March 22, 1967.

D-184 Wayland, S. R.: see M. B. Miles, INNOVATION IN EDUCATION.

D-185 Wigren, H. E.: see R. I. Miller.

D-186 Wilder, D. E.: see M. B. Miles, INNOVATION IN EDUCATION.

Call No.

D-187 Wiles, K.: see R. R. Leeper (1965).

D-188 Wilkie, R. A.: see R. I. Miller.

D-189 Williams, T. R.: see V. E. Blanke.

D-190 Willis, B. C.: see M. B. Miles, INNOVATION IN EDUCATION.

D-191 Willower, Donald J. BARRIERS TO CHANGE IN EDUCATIONAL ORGANIZATIONS. Theory into Practice, 1963, 2, 5, 257-263. (Sociological Abstracts, 1965, 13, 2, 295.)

The public school is viewed as a service organization having no control over client selection, and where clients have no choice regarding participation. In such organizations, concern with client control is central. Data from a study of a 1600-pupil Jr. High School support the proposition that resistance to liberalizing changes on the part of many teachers is a function of their preoccupation with pupil control. Older, more conservative teachers were dominant in the informal structure of the school studied, and norms stressed order, firmness and social distance in teacher-student relationships. Pressures were applied to new teachers to conform to these norms. Changes which threatened the status structure, i.e., the domination of the older, more conservative teachers, were resisted.

D-192 Willower, D. J.: see J. A. Culbertson.

(E) BIBLIOGRAPHIES

Call No.

E-1 Kurland, N. D. and R. I. Miller. SELECTED AND ANNOTATED BIBLIOGRAPHY ON THE PROCESSES OF CHANGE. Albany, New York: Center on Innovation, New York State Education Department, 1966.

E-2 Rogers, Everett M. BIBLIOGRAPHY ON THE DIFFUSION OF INNOVATIONS. East Lansing, Michigan: Department of Communications, Michigan State University, 1966. (Diffusion of Innovations Research Report No. 4).